DOCUMENT RESUME

ED 120 539 CE 006 929

TITLE	Business and Office Education Curriculum Guidelines. Bulletin No. 1246.
INSTITUTION	Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
REPORT NO	VT-102-604
PUB DATE	74
NOTE	121p.; Prepared by the Business and Office Education Section
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	Business Education; Business Skills; *Cooperative Education; Curriculum Development; *Curriculum Guides; *Guidelines; Individualized Instruction; *Office Occupations Education; *Program Development; Resource Guides; Secondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS	Louisiana

ABSTRACT

The curriculum guide presents guidelines for planning and implementing a program in cooperative office education. Techniques include relating individual in-school instruction to individual job needs and career goals and to coordinate the student's education with actual work experience in an office in the community. A summary of Federal and State employment regulations as they relate to minors is included. Suggested units for the development of a cooperative office education program include job application, typewriting review, shorthand review, bookkeeping/accounting review, communications, office machines, filing, office procedures, financial records, travel and transportation, business organization and management, introduction to automation, English review, business mathematics review, and job evaluation and analysis. Unit purposes, materials and supplies, unit content, teaching tips, references, and evaluation methods are given for each unit. Application forms, rating sheets, mileage logs, evaluation forms, data sheets, surveys, and other samples of business recording forms complete the document. (Author/NJ)

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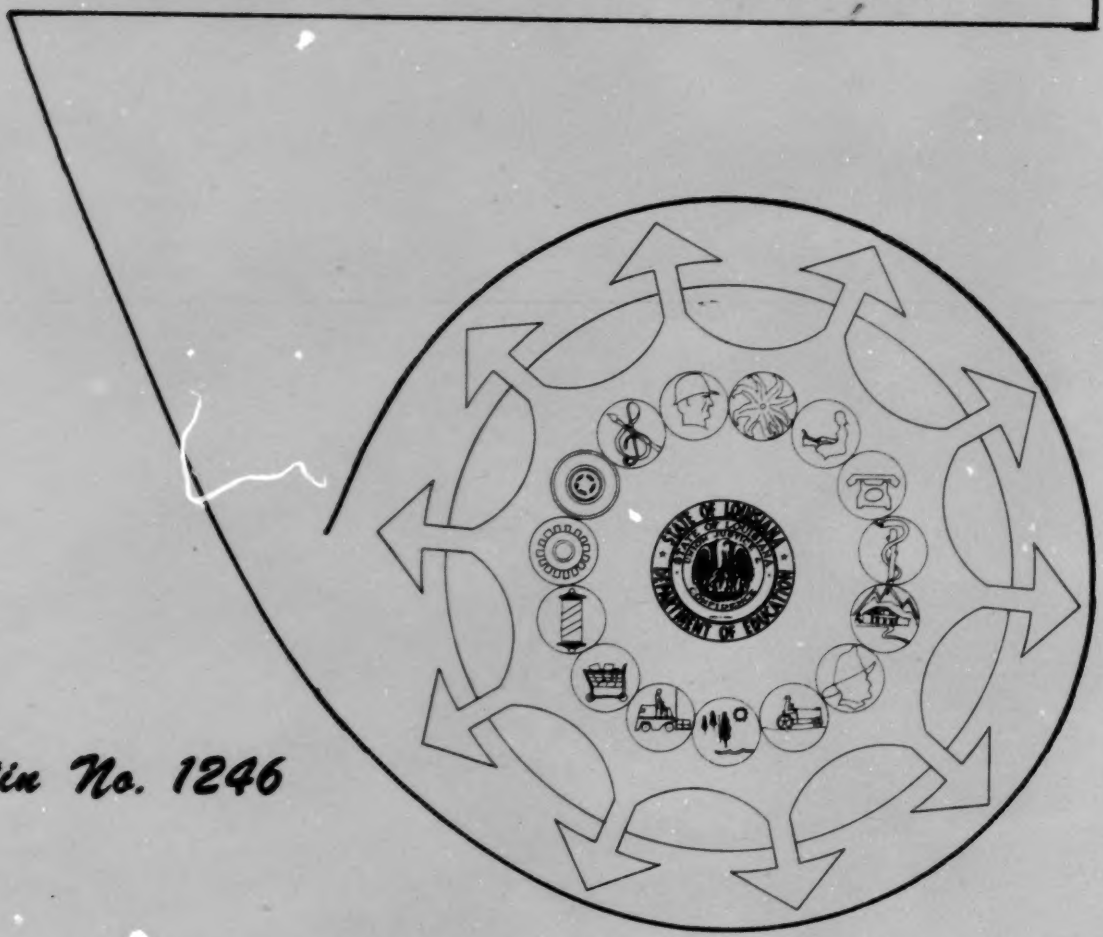
COOPERATIVE OFFICE EDUCATION CURRICULUM GUIDELINES



Bulletin No. 1246

1974

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LOUIS J. MICHOT
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STATE DEPARTMENT OF EDUCATION

OF LOUISIANA

1974

Bulletin No. 1246

BUSINESS AND OFFICE EDUCATION

CURRICULUM GUIDELINES

Prepared
under the direction of

Bureau of Vocational Education

Business and Office Education Section

Issued by

STATE DEPARTMENT OF EDUCATION

Louis J. Michot, Superintendent

VT 102 604

FOREWORD

The decade of the Seventies is placing increased emphasis on effective business and office education programs. Instruction in vocational business subjects should provide a means of developing and using the maximum potential of those interested or engaged in business occupations. To facilitate this need, continuous preparation, growth, and change are necessary in the field of business education. Keeping pace with the times requires curriculum revision, planning, and development.

These guidelines are not the ultimate. They are to assist the individual teacher to plan more effective courses that will meet the needs of individual pupils. The curriculum should be sufficiently broad and flexible to enable all students enrolled to identify their strengths and weaknesses and to help prepare them to adapt effectively as worthy individuals in our complex society.

I commend the teacher educators of our state universities and the teacher committees for their untiring interest, effort, and excellent work in the preparation of these guidelines.

Louis J. Michot
State Superintendent of Public Education

COOPERATIVE OFFICE EDUCATION CURRICULUM GUIDE

Revised and Completed in Workshop at the

University of Southwestern Louisiana
Lafayette, Louisiana
June 7-25, 1971

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*Credit is given to the writers of Bulletin No. 1143, the first coordinator's handbook. Many sections have been retained in this revision. Other sections served as a guide for updating and revising this curriculum guide.

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COOPERATIVE OFFICE EDUCATION

Cooperative Office Education is a cooperative work and training program for high school senior students who have completed the necessary prerequisites and are preparing for employment in office occupations. It provides the means to coordinate and organize an in-school program in which the student receives individual instruction that is related to his individual job needs and career goal. This makes employment itself a part of the basic educational program, wherein the student attends school part of the day and works in an office in the community. The number of hours spent in the office for on-the-job training should be no less than fifteen hours per week and when added to the number of hours spent in school should not exceed forty hours per week.

This plan is used when there are sufficient training stations in the community that can offer the student a variety of activities while training on the job. The student receives a beginner's wage for this work, and he is under the supervision of the coordinator from the school and job sponsor from the business by which he is employed. Three units of school credit are given for successful classroom and job performance. The physical education requirement is waived.

Cooperative Office Education's strongest characteristic is probably its flexibility. The program works effectively in the small communities for it can be adjusted to fit into the school programs of both small and large schools, training young people for entry level jobs in a wide variety of office occupations. Students learn to work with others in an adult world where they recognize the importance of acceptable behavior and desirable attitudes as they associate with their fellow workers. Probably no other learning procedure rivals cooperative education as a means of achieving these goals.

OBJECTIVES

General

1. To provide a realistic method for expanding and improving the instructional program with continuous evaluation by business and school in order to meet more effectively the vocational needs of students

2. To provide exploratory opportunities by offering realistic occupational choices for the students with varying interests and aptitudes

3. To develop in a practical way an understanding and appreciation of the functioning of our competitive economic system

4. To provide an effective cooperative education program that will facilitate the transition from school to work by assisting the student to enter productive employment

Specific

1. To integrate classroom experience and practical work experience

2. To provide opportunity for the student to work with professionals who are already successful in the business field

3. To develop and improve effective skills and techniques for the world of work

4. To emphasize the importance of dependability, tact, poise, adaptability, and other personality characteristics necessary for success on the job

5. To graduate an office worker already adjusted to the business world with a sense of responsibility which will make him a more efficient worker with training that will contribute to his advancement in the business world

6. To develop a close rapport between the school and business community by an identity of interests

DEVELOPMENT OF A NEW PROGRAM

The need for a COE program should be determined by a survey of both the students in the school and the businessmen in the community. A business teacher with the support of the administration or a steering committee may conduct the survey. The results should be presented to the superintendent as a basis for his support of the program.

An effective method to use for making the survey is to send a survey form and letter to business firms and ask for a personal interview when the form is completed. Some coordinators prefer to ask for an interview to explain the program and leave the survey form to be completed. Either plan can be effective.

Perhaps only a few letters should be sent at one time in order that each business can be contacted as soon as possible after the letter is received. Then other letters can be sent and followed with visits within a few days by the teacher.

Regardless of the method used, the survey should be completed as soon as possible. The interview should not take longer than ten to fifteen minutes. The survey should be well publicized, stressing the purpose for which it is made. Newspaper, radio, and TV media should be used, as well as talks to business and civic clubs.

The staff of the Business and Office Education Section, State Department of Education, is available to sssist the parishes or local schools in establishing the program and to work with the administrators or coordinators.

The entire school administration, faculty, and students should be made familiar with the program. Once the faculty has been informed, the school survey could be conducted by calling an assembly of all eleventh grade students and explaining the program in detail. Those students who express an interest in the program should be given a form to complete and return to the coordinator.

If the assembly cannot be arranged, then all the business classes can be contacted and informed about the program. The eleventh grade English class can also serve as a means of contacting the eligible students since all junior students would be in this class. The homerooms can also be used to contact students who might be interested in the COE program.

Although the employers in the community may look favorably on the program, this does not always mean that cooperative jobs or training stations for students are easy to come by or that the coordinator or school does not have to sell the program vigorously in order to locate certain specific opportunities.

Once it is determined that the community can and will support the program and the students have a need for it, there is justification for the establishment of a COE program.

The above suggestions are for initiating a new program. However, as soon as the COE program is operating, both teacher-coordinator and student-learner should have continuous opportunities to inform freshmen, sophomore, and junior students about the program so that they may meet the prerequisites of the COE program.

Sample forms that may be used for this survey are included in this guide.

ADVANTAGES TO THE COMMUNITY

1. The number of unemployed and unemployable youth in the community is decreased, and constant labor resources are provided.

2. Youth is encouraged to stay in the community where he has already found his place in the community life.

3. A greater number of young people can be held in school until they become employable.

4. The school and community are drawn closer together through an organized program which provides an opportunity for good community-school relations.

5. The cooperative efforts of the school, business, and community could be a deciding factor in encouraging industrial development in an area.

ADVANTAGES TO THE EMPLOYER

1. The employer is given an opportunity to participate in a community endeavor to prepare young people for occupational life and adult citizenship.

2. Potential full-time employees will be trained under the employer's own supervision, according to his own methods and practice.

3. The employer is assisted by the school in instructing and in guiding the student during his first year on the job.

4. Employers receive eager and enthusiastic workers when they are most receptive to instruction.

5. The employer has an opportunity to express his ideas regarding the school program and to take an active part in carrying out a phase of the school curriculum.

6. The employer receives assistance in selecting and screening personnel.

7. The public image of the firm is improved.

8. Many employers experience deep satisfaction in cooperating with the schools and helping with the problems of youth.

ADVANTAGES TO THE SCHOOL

1. The program can be initiated without a large expenditure for facilities and equipment.

2. A stronger vocational program can be developed by combining the efforts of the business community and the school.

3. The school is given an effective means of evaluating its instructional program.

4. The constant contact with the business community enables the school to adjust course content and methods to keep abreast of the current needs and trends of the modern business world.

5. The program promotes a close and harmonious relationship between the school and the community.

6. The program serves as an effective method of meeting the needs of students with varying abilities and capacities.

7. The program permits the school to use the facilities of the cooperating businesses for a broader curriculum in the vocational program.

8. The holding power of the school is increased by helping students clarify career goals and by providing a practical means of reaching these goals.

ADVANTAGES TO THE STUDENT

1. The student is provided an opportunity to gain experience in his chosen career in a realistic learning setting so that he may discover his true interest and abilities.

2. The student develops a greater sense of responsibility and dependability, with a more knowledgeable understanding of employment opportunities and responsibilities through direct on-the-job experience.

3. The student develops work habits and attitudes necessary for individual maturity and job competence while he is provided with a laboratory for developing marketable skills.

4. The student sees the relationship between his school work and his career objectives.

5. The student earns money under controlled conditions while learning human relation factors as well as employment skills and understanding.

6. In many cases the work experience enables the student to secure a better permanent position or to continue in his present position on a full-time basis.

TRAINING STATIONS

Employment in a COE program, as part of the plan of instruction, is regarded as an extension of the classroom instruction. The training station, which is the employing firm, provides diversified and supervised work experience in the occupation which,for him,becomes the first step in achieving his career goal.

The development and success of a COE program is largely dependent upon the degree to which the coordinator can locate, identify, and develop good training stations. If this is successfully accomplished, then the student-learner has the opportunity for a unique learning experience through combined instruction in the classroom and on the job. The teacher-coordinator's knowledge of current business practices is enhanced as he works with the training sponsor.

The following items are suggested as criteria in selecting stations:

1. Should have a good reputation of ethical business practices

2. Should have experience in occupations that require both skills and knowledge

3. Should provide a variety of direct experiences associated with the occupation and not merely routine work of a repetitive nature

4. Should have a sponsor interested in assisting in the training of the student-learner and in establishing good supervisor and student-learner relationships

5. Should be able to furnish a minimum of fifteen working hours per week

6. Should be accessible to the school

7. Should be willing to pay student the prevailing wage for beginning workers with similar training and experience (Refer to statement on minimum wage law)

8. Should have up-to-date facilities and equipment

9. Should be safe and free of hazards that might impair the safety or health of the student-learner

10. Should be willing for the coordinator to visit the business and observe the student-learner

11. Should be willing to provide time for conferences with the coordinator to plan, evaluate, and discuss the student's experience, progress, or problems

Information which will help the teacher-coordinator determine the suitability of prospective training stations may be secured from community surveys, advisory committee, interviews with owners or managers, or with the person directly responsible for the supervision of the student-learner.

TRAINING PLAN

The teacher-coordinator must not only find a job for the student but also analyze the job. She should ascertain exactly what the job requirements are, the rate of pay, the working conditions, and whether there will be opportunity for advancement. A suggested job analysis formula would involve answering the following questions about the job: What? How? Why? Skill involved?

Once the job analysis has been completed, it is then used as a basis for writing the job description, which contains the same information found in the analysis but in a more descriptive form. The job description should prove very helpful in selecting students and acquainting the new student-learner with the job.

The development of a step-by-step training plan for each student is a valuable guide to the coordinator in determining what types of instruction the student is to receive at the training station and in the classroom. If possible, this plan should be jointly developed by the student, the job sponsor, and coordinator. It should provide a summary of the skills to be acquired by the student for success in his chosen field of work, and a notation as to whether these skills are to be developed at work, in the classroom, or both.

It is preferable that the plan be completed before the student actually begins work. However, if this is not possible, then it should be completed at the earliest possible time after the student begins work.

One of the greatest values realized from the training plan is the improvements of the training stations, which in turn promotes the development of more competent student workers. Once a step-by-step training

plan is established for a particular training station, only minor adjustments are usually needed in adapting it for use with other students.

Sample forms of a job description and step-by-step training plan are included in this manual.

STATE AND FEDERAL EMPLOYMENT LAWS

It is necessary for the coordinator to be familiar with the federal and state child labor laws and the minimum wage laws that govern the employment of student workers and minors. It is also the coordinator's responsibility to make certain that the employer in the training station is familiar with this information and that the minimum age for student-learners in the COE program is 16 years.

Louisiana State Employment Laws (Summary)

1. All employers who employ a minor under 18 in any gainful occupation must abide by the provisions of the Louisiana Laws regulating employment of children.

2. Every student worker under age 18 must obtain an employment certificate before beginning work.

3. In order to secure an employment certificate the student will need a birth certificate for proof of age.

4. A business that has had four or more persons on its weekly payroll during any twenty different weeks in a calendar year is subject to unemployment compensation taxes on all employees, including student-workers.*

5. If further information on State Regulations is needed, the following pamphlets may be obtained by request from Louisiana State Department of Labor, Capitol Annex, Baton Rouge, LA 70804:

   Guidebook for Employers prepared by the Louisiana Division of Employment Security.

   Louisiana Employment Security Law issued by Louisiana Division of Employment Security.

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* It is our belief that student-workers should be exempt from these provisions since this could prove to be a hindrance to placement of students in the Cooperative Office Education Program.

Labor Law Relating to Women and Children published by authorization of Commissioner of Labor.

United States Government Regulations

The Fair Labor Standards Act (Federal Wage-Hour Law) applies to employers engaged in interstate commerce or the production of goods for commerce, to certain enterprises, as defined by the Law, which are so engaged, and to any establishment grossing over $250,000 a year. Every employer subject to the Law must comply with the minimum wage and child labor provisions, unless his employees are specifically exempted by the Law itself or he has a certificate issued by the U.S. Department of Labor's Wage and Hour Division's granting authority to pay a subminimum wage.

If there is any question as to whether an employer is subject to the Law, he or the coordinator may get assistance in making that determination from the nearest office of the Wage and Hour Division.

Regulations that Relate to the Employment of Minors

1. If students are paid the minimum hourly wage (or more), no student-learner permit is required, and he may work any number of hours under the Federal Regulations.

2. A student-learner certificate may be obtained by the employer by submitting an application to United States Department of Labor, 1931 Ninth Avenue South, Birmingham, AL 35205. Regulations which govern this certificate are as follows:

   a. Minimum age for the student-learner is 16 years.

   b. Minimum wage to be paid must be not less than 75 percent of current minimum wage. At present the minimum wage is $1.60 per hour.

   c. The number of hours of employment training each week at subminimum wages, when added to the hours of school instruction, shall not exceed 40 hours except for the following exceptions:

      (1) When school is not in session on a school day, the student-learner may work up to eight hours in addition to the weekly hours authorized.

      (2) During the school term, when school is not in session for the entire week, the student-learner may work a number of hours in addition to those authorized provided that the total hours shall not exceed 40 hours in any such week.

d. If a student-learner is employed at subminimum wages, the employer must keep the following records:

(1) The student-learner must be so identified on the payroll records, and his occupation and rate of pay must be shown.

(2) The employer's copy of the application for a student-learner certificate (which serves as a temporary certificate), must be available at all times for three years from the last date of employment of the student-learner.

(3) Notations of additional hours worked by reason of school not being in session should be made in the employer's records.

3. The student-learner must have or must secure a Social Security account number, and both the employer and student-learner are subject to contributions for F.I.C.A. taxes.

4. For further information on federal regulations, write or call United States Department of Labor, Wage and Hour Division in Baton Rouge, Hammond, Lafayette, Lake Charles, New Orleans, Houma, Shreveport, Alexandria, or Monroe, Louisiana.

5. The pamphlets listed below may be obtained by writing the above locations or United States Department of Labor, Wage and Hour Division, 1931 Ninth Avenue South, Birmingham, AL 35205.

A Guide to Child Labor Provisions of the Fair Labor Standards Act, WHPC Publication 1282

Information Guide and Instructions for Completing Application for Authorization to Employ a Student-Learner at Subminimum Wages, Form WH-205, Inst.

ADVISORY COMMITTEE

The Vocational Education Act of 1963 makes the use of advisory committees mandatory for vocational programs at the state and national levels. If the instructional program or related class is to meet adequately the need of the students and the businesses in which they work and train, then the advisory committee is needed at the local level by those who are responsible for the development and operation of the Cooperative Office Education Program.

The type of advisory committee used should fit the particular community which it serves, but some kind of advisory committee is vital to

the success of a new program and to the effective progress of an ongoing program.

Implementation

1. Committee members usually represent various community groups; therefore, the organization to which they belong should select or recommend the member. The organization could suggest several names and permit the school to select the individual member who is to serve.

2. The letter of invitation, asking a prospective committee member to serve, should come from the superintendent of schools. This letter should make clear to the prospective member the function of the advisory or consulting committee.

3. Try to make the committee representative (not all attorneys, or doctors, or personnel directors). It is well to have approximately the same number of employer and employee representatives. A community representative should also be included.

4. A committee of five to nine members is usually adequate.

5. The superintendent, assistant superintendent, or the coordinator or other school representative should explain at the first meeting the consulting aspects or the advisory nature of the committee's function.

6. The school representative(s) usually serve in an ex officio capacity. Sometimes the coordinator will serve as the secretary to the committee.

7. A plan should be developed for the rotation and replacement of committee members. Usually a member will serve two or three years. The terms should be staggered to maintain a committee with experience and some understanding of the vocational program.

8. It is recommended that the tentative agenda be prepared and sent to the members several days before the meeting.

9. After the meeting is over, the secretary should prepare the minutes of the meeting and have them duplicated and mailed to each member of the committee. Extra copies should be kept on file for review at the beginning of the next meeting of the committee. Usually the first matter of business is to approve the minutes of the previous meeting.

10. Frequency of meetings should be established in the light of the work

11. The committee meetings should be informal and relaxed in a friendly atmosphere of cooperation.

12. The school representative should be prepared to instruct the committee members regarding the philosophy and objectives of the vocational program and how these may be achieved.

13. The coordinator should reflect a progressive attitude toward the further development of an ongoing program of vocational education.

Committee Functions

Advisory or consulting committees can assist the local school personnel in the following ways:

1. By reviewing the goals and objectives of the local vocational program

2. By explaining the nature and extent of the cooperative programs to their friends and fellow workers

3. By checking the content of the course or courses to be taught to see that they are vocationally sound and are in keeping with the occupational needs of the community

4. By reviewing ways and means of relating in-school to on-the-job instruction

5. By discussing local employment opportunities and standards

6. By reviewing the guidance, counseling, and selection procedures

7. By making recommendations regarding the placement and training of cooperative students on the job

8. By assisting in finding training stations for cooperative students

9. By working with the school in developing evaluation procedures for the local vocational program

10. By assisting in organizing a follow-up program for cooperative graduates

EMPLOYER APPRECIATION ACTIVITIES

Many of the COE programs use some type of employer appreciation to recognize and honor the employers who have worked with the program. Some of the activities which may be used include a luncheon, tea, brunch, coffee, open house, or banquet.

Some parishes have one employer appreciation activity for all COE programs in the parish. Others prefer to have a separate activity for each school. Still other parishes have one activity for all cooperative programs. The method used would depend upon the community, budget, physical facilities, etc.

Employer appreciation activities serve as good public relations and provide wonderful educational experience for the students. All plans for the activity should be student oriented with the students involved from the beginning, in order to capitalize on all educational opportunities. The work should be done partially during class time and partially out of class. The time should not exceed two weeks.

The COE programs may finance these employer appreciation activities either by having the students pay the cost themselves or by conducting any fund-raising project which is in line with school policy.

In planning an employer appreciation activity, the following check list may prove helpful:

1. Contact the school cafeteria or Home Economics Department, local restaurants, motels, or hotels, to discuss the desired project and secure information regarding prices, menus, and services.

2. Write letters inviting businessmen and guests, keeping records of those accepting and declining invitations.

3. Secure speakers and entertainment; prepare the program.

4. Write publicity for release to local and school newspapers; arrange for photographer.

5. Prepare place cards and table decorations. Mimeograph layout of room showing speakers' table and placement of each person.

6. Plan with students proper procedure for presiding at activity and for introducing guests. Assign each student certain guests to greet on arrival.

PUBLIC RELATIONS

Effective public relation activities are essential for the success of the COE program. Responsibility for these activities lies with the coordinator, and he will need the assistance of all people involved in the program--advisory committee, business education teachers, other faculty members, students, parents, school administrators, and the public in general.

Public relations is a continuous thing, and its effectiveness depends upon the ability of the coordinator to recognize what is newsworthy, upon his talent for presenting news, and upon the persistence in following through to the right media--school paper, newspapers, radio, or television.

The following techniques are suggested for good public relations and promotion of the program. They can be adapted to meet the established protocol, policies, and procedures of the school.

1. Utilize all communications media including the newspaper, radio, television, trade publications, and youth magazines.

   a. Plan publicity regarding special school activities or program with consideration to the news value before calling the newspaper.

   b. Learn the names of the reporters and T.V. program directors. Work with them in every possible way so that they will be glad to assist in promoting the COE program. Remember public relations is a two-way street.

   c. Develop a news sense and try to include personalities who are worthy to be featured. Be sure that those students selected to appear in the picture will "reflect the kind of image" that is wanted.

   d. Involve students when possible in planning publicity activities.

2. Use the school newspaper to explain the program to students for follow-up stories.

3. Use display cases for posters, bulletin boards, awards, pins, and brochures. The displays may be placed in school library, corridors, lobby of school, training stations, business places, school guidance office, and cafeteria. Use COE emblem.

4. Report to the faculty information of interest relating to individual or group action in the COE program.

5. Provide the administration with pertinent information regarding cooperative employment, employer reaction, and achievement of graduates.

6. Make regular contact with employer and employee associations through their business representatives.

7. Keep employers informed regarding school activities of interest to them.

8. Prepare form letters and write personal notes to parents to keep them informed about the activities of their young people.

9. Develop a film or slide presentation for use with P.T.A. groups, service clubs, and in-school classes to interest students for enrollment in COE.

10. Encourage trade associations, employer and/or employee groups to recognize outstanding student performance with suitable medals, certificates, or prizes.

11. Develop school pamphlets and brochures giving highlights of program.

12. Use assembly programs for story of COE.

13. Promote program through pictures in school yearbook, home visitations, booth at fair.

14. Use radio and television to interview:

    a. Students who are in the program

    b. Employer and the student trainee

    c. Former successful COE students

    d. Advisory committee

15. Give publicity to news media on placement of COE students, and on open house for parents, businessmen, school people, etc.

16. Be available to speak to school groups and civic groups, such as Rotary, Lions, Kiwanis, and Junior Chamber of Commerce.

17. Publish results of survey, purchase of new equipment, and other news which is pertinent to the effectiveness of the program.

18. Use spot news releases in news media at special times of the year--as for placement during June or August.

19. Maintain neat, clean, and attractive classroom or department.

20. Invite local businessmen to visit and observe your program.

21. Participate and cooperate in career conferences.

22. Send articles about program to trade papers and professional journals.

23. Send thank you letters to employers, advisory committee members, and others who have assisted with the program.

24. Organize regularly an activity to show appreciation to the employers for their part in the "cooperative" education effort.

25. Plan a "COE DAY"--have mayor issue proclamation and have all employers place a picture of their COE worker along with their ad in the paper.

26. Organize the COE graduates into an alumni group.

27. Make collection of news items, pictures, etc., for COE scrapbook.

28. Use business cards for coordinator, if practical.

Communication and public relation activities require consistent and persistent effort. Goodwill and understanding are not achieved by a single effort or media, but involve the use of a wide variety of activities and effort, all of which are designed to inform, persuade, and clarify.

(See resource section for sample radio spots.)

RELATED CLASS

Classroom instruction coordinated with the job is the primary function of the related class. The course outline should be designed to meet the needs of the individual student based on his career objectives and job classification.

A list of suggested units includes:

1. Orientation
2. Job application
3. Typewriting review
4. Shorthand review
5. Bookkeeping review
6. Communications
7. Office machines
8. Filing
9. Office procedures
10. Financial records
11. Travel and transportation
12. Business organization and management
13. Introduction to automation
14. Basic review of English
15. Basic review of mathematics
16. Job evaluation and analysis for students

Each student's specific course of instruction and order of instruction of presentation of the units would be determined by his own training plan. A brief plan for each suggested unit follows.

There may be times during the school year when one or more students will not be employed. Work experience supplementary to classroom training should be provided during these periods of temporary unemployment. Suggested ways for providing this experience are:

1. Supplementary in-school unit work

    a. Office machine practice
    b. Shorthand(use records or shorthand laboratory for dictation)
    c. Typewriting
    d. Telephone training
    e. Sit in on English IV class or other allied classes

2. In-school work experience

    a. Work for administrative personnel, guidance counselor, librarian, other teachers, or coordinator
    b. Clean out files
    c. Duplicate school jobs
    d. Jobs for outside organizations for pay or for experience only (civic clubs, charitable organizations)

3. Out-of-school temporary jobs

   a. Chamber of Commerce
   b. Welfare and charitable organizations (Bloodmobile, Red Cross, T.B. Association, etc.)

ORIENTATION

I. Unit Purposes

   A. The student should be aware of good grooming and how to achieve it.

   B. The student should be cognizant of responsibilities he will be expected to assume upon entering the business world.

   C. The student should learn the skills and knowledges involved in developing and maintaining good human relations in all types of situations, social as well as business.

   D. The student should recognize the importance of positive work attitudes, as well as mental and social attitudes.

   E. The student should be aware of the necessity for all parties concerned to comply with existing legal requirements.

II. Materials and Supplies

   A. Evaluation sheets listing human relations skills

   B. Pamphlets, brochures, textbooks, magazines, employee handbooks, charts, bulletin and felt boards displaying human relations slogans, personality traits, etc.

   C. Social security application blanks, work permits, withholding exemption forms, U.S. Department of Labor Form WH-205--Application for a Certificate to Employ a Student-Learner

III. Unit Content

   A. Appearance

      1. Dressing attractively and appropriately
      2. Good health habits and essential body care
      3. Posture and figure improvement

B. Human Relations

1. A positive attitude and the many ways in which it can manifest itself
2. Enthusiasm for both the work and the employing firm
3. Willingness to learn, getting along with others, self-understanding and self-analysis
4. Recognizing that all jobs require certain character and personality traits
5. Adherence to company rules, regulations, and attendance policies
6. Possessing certain fundamental knowledge about business ethics, human behavior, and the rights of human beings

C. Complying with school, state, and federal regulations

1. All participating firms meeting the minimum wage requirements of the Federal Government or obtaining student-learner certificate for subminimum wage
2. Securing a work permit if the student is under 18 years of age
3. Securing a social security card and number if he does not have one
4. Preparing and delivering to his employer a federal withholding tax exemption certificate

IV. Teaching Tips

A. Use a style show to help develop good grooming, hygiene, and poise.

B. Use role playing, case studies, class discussions, and written and oral reports to encourage student to verbalize, to listen, to think.

1. Amplify and then pinpoint a problem

2. Give thought to the question "why"; require students to justify their thinking.

C. Human relations teaching should be set as much as possible on everyday situations that students can understand.

D. Have student outline type of personality he would like to possess, giving consideration to the objectionable habits which he must eliminate, and the agreeable habits which he does not possess but must acquire.

E. Acquaint students with various forms with which he should be familiar.

F. Have a speaker from a local business firm, Social Security Office, or a community nurse talk with the class

V. Evaluation

A. Have teacher and employer assign the student a "Professional Grade" during each evaluation period based on:

1. Acceptable dress and appearance
2. Attitudes, personality, and character traits
3. Office skills

B. Encourage the students to evaluate each other and offer constructive criticism.

C. Have each student keep a checklist on himself.

VI. References

National Business Education Yearbook. "New Perspectives in Education for Business." Washington: National Business Education Association, 1963.

Russon, Allien R. Business Behavior. Cincinnati: South-Western Publishing Company, 1964.

Whitcomb, Helen and Laura A. Cochran. Charm for Miss Teen. New York: Gregg Division, McGraw-Hill Book Company, 1969.

JOB APPLICATION

I. Unit Purposes

A. The student should be acquainted with the kinds of office positions available.

B. The student should be aware of the personal qualifications, knowledges, and skills necessary for employment.

C. The student should be familiar with hiring practices, employment tests, promotional opportunities, and other company policies.

D. The student should be cognizant of the importance and meaning of good public relations as they affect the student, school, and community.

E. The student should acquire the necessary knowledge for securing, refusing, holding, advancing, and leaving an office position.

II. Materials and Supplies

A. Pamphlets, brochures, company magazines, employee handbooks, sample tests, rating forms, and application forms from different companies.

B. Social Security application blanks and cards, work permits, withholding exemption forms, and withholding tax statements.

III. Unit Content

A. Personal Analysis

1. Personality factors that help or hinder in business world
2. Ability to perform
3. Character traits
4. Appearance
5. Hobbies and interests
6. Inventory of personal vocational strengths and weaknesses

B. Requirements for succeeding on the

1. Personal characteristics
2. Human relations
3. Quality of work performance
4. Office housekeeping

C. Advancement on job

1. Professional growth
2. Social growth
3. Economic growth

D. Types of office jobs

1. Job description--with special emphasis on local requirements
2. How to apply for position
   a. application form
   b. letter of application and data sheet

c. application by phone
d. interview
e. employment test

E. Promotional possibilities

1. Within the initial company
2. Move to another company

F. Compensation

1. Salary range
2. Exemptions that affect salary
3. Overtime policies of companies
4. Group insurance and other fringe benefits

IV. Teaching Tips

A. Use community resources.

B. Stress adaptability and common sense in solving any problem.

C. Stress that it is better to ask questions than to blunder on a task.

D. Stress personal hygiene--use school nurse, Home Economics teacher, or a community agency.

E. Do not neglect the male students--regardless of the type of class activity, include the boys.

V. Evaluation

Prepare written test on knowledge of personal traits and job application skills.

VI. References

Andrews, Margaret E. Opportunity Knocks Series. New York: Gregg Division, McGraw-Hill Book Company, 1969.

Blackledge, Walter L., Ethel L. Blackledge, and Helen J. Kelly. You and Your Job. Cincinnati: South-Western Publishing Company, 1967.

Career Information Series. New York Life Insurance Company, Madison Square Station, New York, NY 10010.

Carney, Marie L. Etiquette in Business. New York: Gregg Division, McGraw-Hill Book Company, 1948.

Keily and Walters. How to Find and Apply for A Job. Cincinnati: South-Western Publishing Company.

TYPEWRITING REVIEW

I. Unit Purposes

A. The student should develop proficiency in production typewriting on various manual and electric machines with emphasis on both quality and quantity, numbers, and increased accuracy.

B. Students should improve skills in proofreading, dividing words correctly, and making corrections by squeezing, spreading, and aligning.

C. The student should type letters in various letter styles--block, modified block, and AMS simplified.

D. The student should type a variety of office communications.

E. The student should learn proper care and maintenance of the typewriter.

II. Materials and Supplies

A. Various kinds of electric and manual typewriters with pica and elite type, carbon and fabric ribbons, proportional spacing and various type faces

B. Typewritten materials and blank forms--tables, minutes of meetings, index cards, financial statements, invoices, telegrams, bank checks, applications, insurance forms, medical forms, and labels

C. Stationery--letterheads of varied sizes and styles, bond paper, copy sheets, envelopes, legal paper, carbon paper, and copy sets

D. Erasing Equipment

E. Reference Materials--mailing lists, telephone book, Zip code book, stenographer's reference manual, dictionary, and city directory

F. Cleaning Supplies

G. Miscellaneous--practice sets, timed writing books, typewriting textbooks, transparencies, posters, wall charts, and rhythm records

III. Unit Content

A. Typing letters

1. Styles, punctuation, placement
2. Special letter problems--second-page headings, letterhead and plain paper, attention and subject lines, different sized stationery
3. Special notations--carbon copy, enclosure, blind copy, mailing notations
4. Envelopes--address placement and spacing, window, folding and inserting, and chainfeeding

B. Fill-in forms--insurance, invoices, purchase orders, telegrams, bank checks, medical records, inside address on form letters, financial statements, and applications

C. Single and multiple carbons of different typing jobs

D. Tables--horizontal and vertical centering, columnar headings, and tables within letters and manuscripts

E. Typewriting from rough drafts and corrected copy

F. Cleaning of typewriters and changing of ribbons

G. Different erasing techniques and the basis for selection of correction method

IV. Teaching Tips

A. Use judgment placement for typing letters

B. Make carbon pack even by:

1. Using envelope flap for insertion of pack (folded piece of paper will suffice)

2. Inserting bond paper into machine and then inserting carbons

C. When typing small items as individual labels, cut a pocket in a card to hold in place. Pocket should be smaller than label.

D. When making a carbon pack of printed forms, have student check the alignment of lines by holding the forms to the light and stapling them together if uneven and inserting carbon after pack is in machine.

E. Place pencil against card holder to make horizontal and vertical lines. Release ratchet and roll platen forward for vertical lines; using carriage release lever, move carriage from right to left for horizontal lines.

F. Have students use a page-end indicator especially when typing footnotes.

G. Use a different eraser for originals and carbon copies.

H. Organize materials for ease of handling and speed of production.

V. Evaluation

A. Written and production tests

B. Suggested production standards:

1. Mailable letter--2/3 straight copy rate
2. Envelopes, cards, and labels--100-150 per hour
3. Filling in forms--1/5-2/5 straight copy rate
4. Rough draft--1/2-3/4 straight copy rate

VI. References

Agnew, Peter L. and Phillip S. Atkinson. Typewriting Office Practice, Office Practice Set. 4th ed. Cincinnati: South-Western Publishing Company, 1968.

Blendon, Edward G. and Barbara H. Nalepa. Quick Survey Course in Forms Typing. New York: Gregg Division, McGraw-Hill Book Company, 1968.

Fisher, Robert. Intensive Clerical and Civil Service Training. 4th ed. Cincinnati: South-Western Publishing Company, 1968.

Fries, Albert C. Timed Writings About Careers. Cincinnati: South-Western Publishing Company, 1963.

Frisch, Vern A. and Joan S. Handal. Applied Office Typewriting. 3d ed. New York: Gregg Division, McGraw-Hill Book Company, 1969.

Gavin, Ruth and William Sabin. Reference Manual for Stenographers and Typists. 4th ed. New York: Gregg Division, McGraw-Hill Book Company, 1970.

Grubbs, Robert L. and James L. White. Sustained Timed Writings. 3d ed. New York: Gregg Division, McGraw-Hill Book Company, 1971.

House, Clifford R. and Apollonia M. Koebele. Reference Manual for Office Personnel. Cincinnati: South-Western Publishing Company, 1970.

House, Clifford R. and Samuel Skurow. Typewriting Style Manual. 9th ed. Cincinnati: South-Western Publishing Company, 1968.

Lessenberry, D. D., T. James Crawford, and Lawrence C. Erickson. Typewriting Style Manual. 9th ed. Cincinnati: South-Western Publishing Company, 1968.

Liles, Parker, Leroy Brendel and Ruthetta Krause. Typing Mailable Letters. 2d ed. New York: Gregg Division, McGraw-Hill Book Company, 1969.

Rowe, John L. and Faborn Etier. Typewriting Drills for Speed and Accuracy. 3d ed. New York: Gregg Division, McGraw-Hill Book Company, 1966.

Rowe, John L., Alan C. Lloyd, and Fred E. Winger. Gregg Typing, 191 Series, Book 2, Vocational Office Typing. New York: Gregg Division, McGraw-Hill Book Company, 1963.

Wanous, S. J. and E. W. Wanous. Basic Typewriting Drills. 4th ed. Cincinnati: South-Western Publishing Company.

SHORTHAND REVIEW

I. Unit Purposes

A. The student should develop skill in taking and transcribing office-style dictation.

B. The student should improve shorthand and transcription skills necessary for initial employment.

C. The student should develop specialized business vocabulary.

D. The student should improve ability to proofread.

II. Materials and Supplies

A. Theory tapes/records and speed building tapes/records

B. Theory tests

C. Wide variety of new-matter dictation--especially in specific area with increasing word difficulty and longer dictation takes

D. Theory books and shorthand dictionary

E. Supplementary dictation and transcription books

III. Unit Content

A. Dictation Practice

1. Sustained dictation
2. Increased word difficulty
3. Increased amounts of untimed and irregular dictation

B. Dictionary and other reference books

C. Proofreading skill and ability to make corrections

D. Office standards for dictation

1. Mailable copy
2. Increased production rate

E. Preparation of letters for mailing

1. Securing addresses for letters
2. Typing special notations from dictated instructions

IV. Teaching Tips

A. Check transcript only for grading purposes

B. Have students work under pressure

C. Have at least three dictation takes within a grading range before assigning a grade

D. Have other people dictate to group

V. Evaluation

A. Tests may be given after the theory review

B. Tests should be given at a variety of speeds

C. Mailability should be used as a standard of grading

VI. References

Balsley, Irol W. and Jerry Robinson. Integrated Secretarial Studies, Jubilee. Cincinnati: South-Western Publishing Company, 1964.

Balsley, Irol W. and S. J. Wanous. Shorthand Transcription Studies, Jubilee. 4th ed. Cincinnati: South-Western Publsihing Company, 1968.

Douglas, Lloyd V., James Blanford, and Ruth I. Anderson. Teaching Business Subjects. 2d. ed. Englewood Cliffs: Prentice-Hall, Inc., 1965.

Gregg, John R., Louis A. Leslie, and Charles E. Zoubek. Gregg Speed Building, Diamond Jubilee Series. Text, Handbook, and Transcript. New York: Gregg Division, McGraw-Hill Book Company, 1964.

Junior Secretary and Today's Secretary. New York: Gregg Division, McGraw-Hill Book Company, 330 West 42 Street, New York, NY 10036.

Leslie, Louis A. and Charles E. Zoubek. Gregg Transcription, Diamond Jubilee Series. New York: Gregg Division, McGraw-Hill Book Company, 1963.

BOOKKEEPING/ACCOUNTING REVIEW

I. Unit Purposes

A. The student should review business forms, reports, and bookkeeping terminology.

B. The student should reveiw proprietorship, partnership, and corporation principles.

C. The student should understand the bookkeeping cycle.

II. Materials and Supplies

Practice sets, workbooks, transparencies, and business forms

III. Unit Content

A. Business forms involved in bookkeeping

B. Bookkeeping principles for partnerships, proprietorships, and corporations

C. The bookkeeping cycle

D. Bookkeeping terminology

IV. Teaching Tips

A. Make liberal use of T accounts in analyzing business transactions.

B. Use basic bookkeeping transparencies, wall charts, and film strips to supplement your review.

V. Evaluation

A. Written and performance tests may be given.

B. Have students prepare a flow chart for the bookkeeping cycle.

VI. References

Boynton, Lewis D. Methods of Teaching Bookkeeping/Accounting. 2d ed. Cincinnati: South-Western Publishing Company, 1970.

Douglas, Lloyd V., James Blanford, and Ruth I. Anderson. Teaching Business Subjects. 2d ed. Englewood Cliffs: Prentice-Hall, Inc., 1965.

Musselman, Vernon A. and J. Marshall Hanna. Teaching Bookkeeping and Accounting. New York: Gregg Division, McGraw-Hill Book Company, 1960.

COMMUNICATIONS.

I. Unit Purposes

A. The student will improve his ability to write and speak correct, forceful English and to apply this ability to social and business situations.

B. The student will learn the proper usage of all forms of communication.

II. Materials and Supplies

A. Teletrainer unit, books, teacher's guide

B. Telephone and zip code directories

C. Postage-rate charts, postal guides, pamphlets

D. Direct-reply forms, notegrams, telegram blanks

E. Letter opener, time stamp, postage scale

F. Letterheads, carbon paper, second sheets, envelopes

G. Memorandum forms

H. Letter-style review sheets, wall charts

III. Unit Content

A. Oral

1. Function and importance of spoken communications
2. Elements involved in clarity of spoken language such as choice of words, tone of voice, and pronunciation problems
3. Responsibility for listening and interpreting

B. Written

1. Internal communication using interoffice memorandums, direct-reply forms, and intercom systems
2. Letter placement, styles, and special parts
3. Composition of business letters
   a. Types and qualities of effective letters
   b. Kinds of business letters such as sales, credit and collection, acknowledgment, and social-business

C. Telephone

1. Telephone techniques including elements of speech and attitudes
2. Incoming calls, both local and long distance
3. Outgoing calls, including the types and selection of proper long-distance services
4. Telephone records such as toll calls and charges, and frequently called numbers
5. Other types of telephone services available: PBX, Code-a-Phone, Call directory, Dataphone
6. Use of the directory white and yellow pages; service information; alternate listing; night, Sunday, and holiday listings

D. Telegraph

1. Types of telegrams: full-rate, night letters, and greeting messages
2. Telegraphic and cable terminology; methods of composing messages
3. Intelligent choice of available services, cost of service, time zones, repeat back and report back delivery, sending money by telegraph
4. Telegraph and cable records

E. Mail Services

1. Qualifications and duties of the mail clerk in small and large offices
2. Discretion in handling the mail
3. Procedures for handling incoming mail: sorting; opening; checking contents, time stamping, keeping records; and routing
4. Procedures for handling out-going mail: checking enclosures, folding, inserting, sealing, weighing, and stamping
5. Mass mailings: preparing, using, and updating mailing lists; collating materials; stuffing envelopes; sealing and stamping envelopes
6. Postal rate charts and U.S. Postal Manual
7. Classes of mail and special services of a postal department

IV. Teaching Tips

A. Secure from the telephone company the teletraining unit, films, charts, brochures, and guest speakers.

B. Use tape recorder to record students' voices when placing and receiving calls; then play tape back so that they can hear their voices.

C. Obtain copies of U.S. Postal Manual from local post office.

D. Demonstrate handling of incoming mail.

E. Use the new approved two-letter state abbreviations (found in most zip code directories).

F. Have students prepare bulletin board materials showing classes of mail, special services, actual samples of business letters, or samples of various types of letterheads used in local offices.

V. Evaluation

Students' performance may be based on short answer, objective, essay, and performance tests. Grades should be assigned on oral and written reports as well as other completed work projects.

VI. References

A. Audio-Visual Materials

1. Gregg Secretarial Training Records, McGraw-Hill Book Company
   a. Record #3 (1) Telephone Techniques
      (2) Telephone Courtesy
   b. Record #4 (1) Meeting the Public
      (2) Meeting the Public by Telephone

2. Films
   a. "If An Elephant Answers," 28 minutes (color), Telephone Company.
   b. "The Voice of Your Business," 12 minutes (color), Telephone Company.
   c. "Eight Parts of a Business Letter," Business Education Films, 16th Avenue, Brooklyn, NY 11204. Selling price $39.50; Rental $2.50. 11 minutes (Black and white).

B. Books

Anderson, Ruth I. and others. The Administrative Secretary: Resource. New York: Gregg Division, McGraw-Hill Book Company, 1970.

Andrews, Margaret E. Opportunity Knocks Series. New York: Gregg Division, McGraw-Hill Book Company, 1969.

Code Finder Directory, Complete Combination Zip Code and Area Code for Home and Office. Louisville: Fuller Fund Raising Company, P.O. Box 18324, 1970.

Fisher, Robert. Intensive Clerical and Civil Service Training. 4th ed. Cincinnati: South-Western Publishing Company, 1968.

Fruehling, Rosemary T. and Sharon Bouchard. Business Correspondence/30. New York: Gregg Division, McGraw-Hill Book Company, 1971.

House, Clifford R. and Apollonia M. Koebele. Reference Manual for Office Personnel. Cincinnati: South-Western Publishing Company, 1970.

Hutchinson, Lois. Standard Handbook for Secretaries. 8th ed. New York: Gregg Division, McGraw-Hill Book Company, 1969.

Liles, Parker, Leroy Brendel, and Ruthetta Krause. Typing Mailable Letters. 2d ed. New York: Gregg Division, McGraw-Hill Book Company, 1969.

C. Pamphlets - Booklets

"The Phone and You," Greenfield, MA: Channing L. Bete Co., Inc. (Available through local telephone company), 1970.

Collins, Marion J. Handbook for Office Practice Teachers, Business Education Monograph 91, Cincinnati: South-Western Publishing Company.

OFFICE MACHINES

I. Unit Purposes

A. The student should develop ability in the operation and maintenance of adding, calculating, transcribing, and duplicating machines.

B. The student should develop the understanding that office machines are tools for use in the solution of jobs in business.

II. Materials and Supplies

A. Each machine operator's station should be provided with an instructional manual, practice materials, and a workbook.

B. Simulated business forms such as checks, invoices, and ledgers should be used by students.

III. Unit Content

A. Adding and calculating machines

1. Techniques of touch control through drills, practice materials, and problems ranging from simple to complex
2. Basic concept of the four mathematical processes of addition, subtraction, multiplication, and division
3. Maintenance knowledge of how to change a ribbon and replace a tape on the various machines

B. Transcribing machines

1. Operation and maintenance
2. Proficiency in machine transcription

C. Duplicating machines

1. Operation and maintenance
2. Preparation of masters and stencils for use on the duplicating machines

IV. Teaching Tips

A. Pretest to determine knowledges and skills students possess.

B. The teacher should demonstrate the correct position at the machines, changing the tape or ribbon, inserting the belt, disc, or tape, and placing the stencil or master on the drum.

C. Use detailed instructional guides for each machine including: a calendar with assigned work, materials needed and where to obtain them, procedure for beginning and ending class, procedures for submitting completed work, and follow-up work.

D. Check students' work daily to determine understanding.

E. Maintain a sheet of all test scores, timings, and daily scores.

V. Evaluation

A. Evaluate work habits and techniques by teacher observation.

B. Administer timed progress tests to determine accuracy and speed in machine procedures.

VI. References

Agnew, Peter L. and Nicholas J. Cornelia. Office Machines Course. 3d ed. Cincinnati: South-Western Publishing Company, 1962.

Agnew, Peter L., James R. Meehan, and Mary Ellen Oliverio. Secretarial Office Practice. 7th ed. Cincinnati: South-Western Publishing Company, 1966.

Agnew, Peter L. and William R. Pasewark. Full-Keyboard Adding-Listing Machine Course. 3d ed. Cincinnati: South-Western Publishing Company, 1963.

Agnew, Peter L. and William R. Pasewark. Ten-Key Adding-Listing Machine and Printing Calculator. 3d ed. Cincinnati: South-Western Publishing Company, 1963.

Archer, Fred C. and others. General Office Practice. 3d ed. New York: Gregg Division, McGraw-Hill Book Company, 1968.

Fasnacht, Harold D., Harry B. Bauernfeind, and Donald W. Vigen. How to Use Business Machines. 3d ed. New York: Gregg Division, McGraw-Hill Book Company, 1969.

Gavin, Ruth and William Sabin. Reference Manual for Stenographers and Typists. 4th ed. New York: Gregg Division, McGraw-Hill Book Company, 1970.

House, Clifford R. and Apollonia Koebele. Reference Manual for Office Personnel. Cincinnati: South-Western Publishing Company, 1970.

Supplemental materials issued with adding and calculating, transcribing, and duplicating machines from the different companies.

FILING

I. Unit Purposes

A. The student should learn basic alphabetic principles of filing.

B. The student should become familiar with the basic principles of geographic, numeric, and subject filing procedures.

C. The student should develop proficiency in filing and retrieving materials according to the alphabetic system of filing.

II. Materials and Supplies

Horizontal and vertical filing cabinets; rotary files; filing tubs; in and out trays; time and date stamps; 3" x 5" file box, cards, and guides for each student; cross reference sheets; folders; labels; materials to be filed; and miniature practice sets

III. Unit Content

A. Introduction to records management

1. Organization, protection, and control of records
2. Filing and office occupations
3. Types of files--vertical, horizontal, rotary, etc.
4. Guides and folders--types and preparation

B. Maintenance of records

1. Alphabetic
   a. Terminology and definition
   b. Filing rules and procedures
2. Numeric correspondence filing
   a. Definition
   b. Nature and organization of a numeric correspondence file
   c. Advantages and disadvantages
3. Geographic
   a. Definition
   b. Nature and arrangement of geographic filing
4. Subject
   a. Kinds of subject files
   b. Reasons why businesses use subject files

C. Retention and disposition

1. Efficient filing procedures
2. Provision for retention
   a. Legal requirements
   b. Office use
3. Obsolete record handling
4. Charge, transfer, and microfilming

IV. Teaching Tips

A. Teach filing rules on battery rather than rotation plan; either plan is acceptable for practice set.

B. Use community resources for many types of free materials, such as cards from a printing shop.

C. Take students on field trips to offices where various types of good files are maintained.

D. Have students master each rule before going to another one.

E. Strive for the use of realistic materials in teaching filing.

F. Have students prepare filing manual.

G. Caution students that the files contain confidential materials.

H. Use the overhead projector in going over the practice set.

I. Strive to impress students with the fact that good filing and particularly retrieving is essential to the efficient operation of a business organization.

V. Evaluation

A. Teacher-made and publisher's tests

B. Timed speed tests in alphabetizing, indexing, filing, and retrieving

VI. References

A. Books

Agnew, Peter L. and James R. Meehan. Clerical Office Practice. 4th ed. Cincinnati: South-Western Publishing Company, 1967.

Agnew, Peter L., James R. Meehan, and Mary Ellen Oliverio. Secretarial Office Practice. 7th ed. Cincinnati: South-Western Publishing Company, 1966.

Bassett, Ernest D., Peter L. Agnew, and David G. Goodman. Business Filing and Records Control. Cincinnati: South-Western Publishing Company, 1964.

Gregg, John Robert, and others. Applied Secretarial Practice. 6th ed. New York: Gregg Division, McGraw-Hill Book Company, 1968.

Guthrie, Merle R. Alphabetic Indexing. 3d ed. Cincinnati: South-Western Publishing Company, 1964.

Hutchinson, Lois. Standard Handbook for Secretaries. 8th ed. New York: Gregg Division, McGraw-Hill Book Company, 1969.

Kahn, Gilbert, Theodore Yerian, and Jeffrey R. Stewart, Jr. Progressive Filing. New York: Gregg Division, McGraw-Hill Book Company, 1969.

B. Practice Sets

Bassett, Ernest D., Peter L. Agnew, and David G. Goodman. Business Filing and Records Control. Cincinnati: South-Western Publishing Company, 1964.

Kahn, Gilbert, Theodore Yerian, and Jeffrey R. Stewart, Jr. Progressive Filing Practice Set. New York: Gregg Division, McGraw-Hill Book Company, 1969.

OFFICE PROCEDURES

I. Unit Purposes

A. The student should be aware of the importance of careful step-by-step planning of the organization of daily work.

B. The student should learn to give priority to important jobs and should arrange his office activities so that all work is completed.

C. The student should learn that to work efficiently, the work areas must be kept neat and orderly.

D. The student should gain an understanding of the part his particular job plays in the work flow of the office.

E. The student should develop desirable attitudes and work habits that will serve as a basis for possible advancement.

F. The student should be cognizant of the importance of professionalism among office workers placing emphasis on loyalty and ethics.

G. The student should be aware that wise purchasing, care, use, and storage of supplies, and equipment make for a more efficiently operated office.

II. Materials and Supplies

Case problems based upon typical office experiences to be used in class discussions

III. Unit Content

A. Organization

1. Priority arrangement of jobs to be completed
2. Neat, orderly appearance of office work area
3. Role of office employee in keeping routine operations of business running smoothly
4. Importance of office worker being able to retrieve immediately any business paper requested
5. Value of an efficient office

B. Supplies

1. Purchase and storage of office supplies
2. Criteria for selecting weight and type of paper for a particular job
3. Knowledgeable and efficient use of corrective devices--erasable bond, liquid paper, correction tapes, etc.
4. Pilferage of supplies

C. Equipment

1. Familarization with most commonly used modern office machines
2. Arrangement of furniture and machines in allotted office space for maximum efficiency
3. Care of equipment to insure longer life and to reduce repair costs
4. Availability of in-service training courses provided by some companies when new equipment is installed

IV. Teaching Tips

A. Have a job description or manual prepared for specific job assignments or activities.

B. Have students reorganize contents of a secretarial desk for more efficient work procedures.

C. Watch for signs of wasted time, energy and materials on the part of the student.

D. Test student's knowledge of proper buying procedures, correct materials, qualities, etc., for office equipment and supplies.

E. Arrange furniture and equipment into a simulated office and carry out related office activities.

F. Check each student's ability to choose right machine for a given assignment as well as his effectiveness in using the machine.

V. Evaluation

A. Some type of evaluative test may be given at the end of this unit to see if the student has mastered the major points. Objective tests are time saving, but problematical tests give more insight into the student's mastery and understanding of situations that are involved in office procedures.

B. Check list on characteristics of proper office attitudes and work habits may be used.

VI. References

Agnew, Peter L. and James R. Meehan. Clerical Office Practice. 4th ed. Cincinnati: South-Western Publishing Company, 1967.

Agnew, Peter L., James R. Meehan, and Mary Ellen Oliverio. Secretarial Office Practice. 7th ed. Cincinnati: South-Western Publishing Company, 1966.

Fisher, Robert. Intensive Clerical and Civil Service Training. 4th ed. Cincinnati: South-Western Publishing Company, 1968.

House, Clifford R. and Apollonia M. Koebele. Reference Manual for Office Personnel. Cincinnati: South-Western Publishing Company, 1970.

Hutchinson, Lois. Standard Handbook for Secretaries. 8th ed. New York: Gregg Division, McGraw-Hill Book Company, 1969.

Russon, Allien R. Business Behavior. Cincinnati: South-Western Publishing Company, 1964.

Shilt, Bernard A., Vernon Carmichael, and Harmon Wilson. Business Principles and Management. Cincinnati: South-Western Publishing Company, 1968.

Tonne, Herbert, S. I. Simon, and E. C. McGill. Business Principles, Organization and Management. 2d ed. New York: Gregg Division, McGraw Hill Book Company, 1963.

FINANCIAL RECORDS

I. Unit Purposes

A. The student should develop an understanding of making and keeping records of bank deposits and investments, preparing and submitting vouchers, and preparing bank reconciliations.

B. The student should understand basic federal and state income tax regulations and be able to assemble and prepare data for income tax reports and schedules.

C. The student should be able to prepare payroll records through the use of payroll registers, employee's earning record, change sheets, and currency requisition forms.

D. The student should be able to keep accurate personal records.

E. The student should understand the services that banks render as financing agencies in the community and in our economic system.

II. Materials and Supplies

Checks, stubs, deposit slips, notes, withdrawal papers, signature cards, saving account books, drafts, vouchers, payroll register, change sheet, slips of earning records, currency requisition forms, timecards, tax forms, wage and withholding exemption certificates, federal employment tax forms, tax withholding tables, tax guides.

III. Unit Content

A. Banking

1. Checking account
   a. Opening a bank account
   b. Making deposits for individuals and businesses
   c. Writing checks and check stubs
   d. Endorsing checks
   e. Stopping payment on checks
   f. Transferring of money, overdrafts, withdrawals
   g. Checking account advantages

2. Savings account
   a. Procedure for opening a savings account
   b. Deposits
   c. Withdrawal of money
   d. Interest; how and why it is paid on savings accounts
   e. Differences between checking and savings accounts
   f. Advantages of having a savings account
3. Loans
   a. Different types of loans and characteristics of each
   b. Bank profits through lending
   c. Interest charged on loans
   d. Mortgages
4. Other bank services
   a. Safe deposit boxes
   b. Bank service performed through selling savings bonds
   c. Currency for everyday transactions
   d. Trust services through management of funds and wills
   e. Special money substitutes--drafts, vouchers, cashier checks, travelers' checks, certified checks, and money orders

B. Payroll and taxes

1. Payroll
   a. Timecards
   b. Payroll records
   c. Employees' earning records
   d. Payment by checks or cash
   e. Payroll systems--automated, machine, handwritten
2. Taxes
   a. Employees' income taxes
   b. Employees' and employers' social security taxes
   c. State and federal unemployment taxes
   d. Tax bases

IV. Teaching Tips

A. Use community resources to make the unit realistic.

B. Use actual business papers and forms as well as wall charts, payroll forms, etc.

C. Secure from Internal Revenue Service the unit for teaching taxes.

V. Evaluation

Administer problems dealing with payroll accounts, and quarterly

and annual reports, computations of taxes, and completion of bank forms.

VI. References

Agnew, Peter L. and James R. Meehan. Clerical Office Practice. bank forms.

VI. References

Agnew, Peter L. and James R. Meehan. Clerical Office Practice. 4th ed. Cincinnati: South-Western Publishing Company, 1966.

Boynton, Lewis D. and others. 20th Century Bookkeeping and Accounting. 23d ed. Cincinnati: South-Western Publishing Company, 1967.

Hadley, Charles R. and R. L. Thistlewaite. Payroll Recordkeeping 7th ed. New York: Gregg Division, McGraw-Hill Book Company, 1965.

Murphy, Robert W. How and Where to Loook It Up. New York: McGraw-Hill Book Company, 1958.

Wigge, Barton F., Jr. and Merle Wood. Payroll Systems and Procedures. New York: Gregg Division, McGraw-Hill Book Company, 1970.

TRAVEL AND TRANSPORTATION

I. Unit Purposes

A. The student will be able to plan business trips and prepare the communication necessary for the trip.

B. The student will understand procedures, forms, terminology and methods of transporting people and goods.

II. Materials and Supplies

Handbooks, atlas, World Almanac, brochures, pamphlets, bulletins, timetables, rate charts, insurance forms, baggage checks, credit card applications, traveler's checks, sample checks, travel folders

III. Unit Content

A. Transporting People

1. Methods of travel: rail, water, air, highway--private car, rental car, bus
2. Cost of travel: class of service, meals, tipping, baggage, travel insurance
3. Common travel terminology
4. Travel planning; hotel or motel reservations--American plan, European plan; confirmation of accommodations; travel vouchers; credit cards; traveler's checks; letter of credit; itinerary; brief case (reports and important papers--portable recording machine); forwarding mail; private travel agencies
5. Travel information (foreign): international services, passport or visa, money, inoculations

B. Transporting Goods

1. Services: rail; water; air; highway--truck, bus, parcel service; combination (piggyback, fishback)--common carrier, private carrier, contract carrier
2. Common shipping terminology
3. General shipping information: packing, marking, liability of transportation agency, insurance
4. Factors to be considered in selecting carrier: time, cost, size, weight, content, distance

IV. Teaching Tips

A. Plan a trip, including the following: choose the method of travel, plan room reservations, type itinerary and other communications, budget expenses, and describe places of interest to be visited.

B. Prepare a package for mailing and type the necessary forms for shipping it.

C. Invite speakers from local travel agencies, the AAA, and transportation companies.

D. Assign topics to student groups to expedite unit.

V. Evaluation

A. Grade unit projects and reports.

B. Administer short objective tests.

VI. References

A. Books

House, Clifford R. and Apollonia M. Koebele. Reference Manual for Office Personnel. Cincinnati: South-Western Publishing, 1970.

Mayo, Lucy Graves. Communications Handbook for Secretaries. New York: Gregg Division, McGraw-Hill Book Company, 1958.

B. Bulletins, Brochures, Pamphlets, Guides

American Trucking Trends. American Trucking Association, Inc., 1616 P Street N.W., Washington, DC 20036.

Bullinger's Postal and Shipper's Guide for the United States, Canada, and Newfoundland. Bullinger's Guide, Inc., Westwood, New Jersey.

Hotel and Motel Red Book. American Hotel Association Directory Corporation, New York, (secure from any hotel or motel).

Mobil Travel Guide. New York: Simon and Schuster, Inc.

Official Airline Guide. American Aviation Publications, Inc., Washington, DC 20036. (monthly)

Official Air Express Guide. Air Division of REA Express, New York.

Official Railway Guide. American Railway Publications, Inc., Washington, DC. (monthly)

Postal Manual, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Postal Rates and Information. Pitney-Bowes, Inc., Stanford, CT 06904 (free).

Rand McNally Cosmopolitan World Atlas. Rand McNally and Company. Chicago, 1962.

TDI (Transportation Displays, Inc.,), 70 East 45 Street, New York. (monthly)

Travelers Aid Primer. Travelers Air Association of America, 44 East 45 Street, New York 10010.

Travelers Cheque Reference Guide. American Express Company, 65 Broadway, New York 10016. (free in reasonable quantities)

Was It Sudden? The Travelers Insurance Company, Public Information Representative, Hartford, CT 06115.

World Almanac and Book of Facts. World-Telegram and Sun, New York.

Secure from travel agencies, transportation companies, your local Chamber of Commerce, etc., additional material pertinent to the unit.

BUSINESS ORGANIZATION AND MANAGEMENT

I. Unit Purposes

A. The student should have a knowledge of the principles of management.

B. The student should understand the work flow of a business and the relationship of his job to other positions in the company.

II. Materials and Supplies

Charting symbols, office flow process charts, office relationship or work simplification charts, work distribution charts, organization charts, task list forms

III. Unit Content

A. Organization of a business

B. Work areas and procedures--tools necessary in developing and maintaining business operations

C. System and procedures analysis

1. Charting symbols
2. Office flow process chart--shows how the normal transactions of an office proceed from one person to another
3. Office relationship chart--shows relationship from one office to another
4. Work distribution chart--functions of each department
5. Task list--duties of each job

IV. Teaching Tips

A. Visit the largest business possible to study its purchasing and stock control procedures, and its credit department.

B. Invite a businessman to speak on office management.

C. Draw an organization chart for a business.

D. Prepare a bulletin board on organization structure diagrams to show the paths of work of a business.

E. Have students discuss on-the-job training in relationship to business management.

V. Evaluation

A. Give a written test covering business vocabulary and content.

B. Have students prepare a work flow chart for a certain business.

VI. References

Broom, H. N. and J. G. Longenecher. Small Business Management. 2d ed. Cincinnati: South-Western Publishing Company, 1966.

Lasser, J. K. How to Run a Small Business. 3d ed. New York: McGraw-Hill Book Company, 1963.

Shilt, Bernard A., Vernon Carmichael, and Harmon Wilson. Business Principles and Management. Cincinnati: South-Western Publishing 1968.

Tonne, Herbert, S. I. Simon, and E. C. McGill. Business Principles, Organization, and Management. 2d ed. New York: Gregg Division McGraw-Hill Book Company, 1963.

INTRODUCTION TO AUTOMATION

I. Unit Purposes

A. The student will understand the need for and the importance of business data processing.

B. The student will understand the theory and terminology necessary for data processing in business.

C. The student will know the job opportunities available and the skills needed to meet job requirements in the field.

D. The student will know the primary importance of people in data processing and how the job is influenced by automation.

E. The student will develop interest and understanding of the basic input media for data processing.

II. Materials and Supplies

Punched cards, mark sensing cards, paper tape, layout forms, business form layout charts, transparencies, business forms, publishers' and manufacturers' texts, manuals, practice sets

III. Unit Content

A. Development of record systems

1. Ancient record systems
2. Early manual systems (1500-1900)
3. Mechanical accounting systems
4. Growth and development of electro-mechanical systems

B. Need for automated data processing systems

1. Shortage of clerical workers
2. Increased volume of business
3. Requirement for accuracy and speed
4. Economy
5. Better work reports
6. Engineering and scientific applications

C. Uses of data processing

1. Business
2. Government
3. Military
4. Scientific

D. Functions of tabulating equipment

1. Input of data
2. Card punch and verifier
3. Interpreter
4. Sorter
5. Reproducing punch
6. Collator
7. Accounting machine

E. Electronic computers

1. Definition and parts of computers

2. Types
   a. Analog
   b. Digital
3. Functions
   a. Input of data
   b. Digital
   c. Arithmetic
   d. Control device
   e. Output

F. Data processing jobs

1. Card punch operator
2. Card punch supervisor
3. Unit record equipment operator
4. Maintenance programmer
5. Control clerk
6. Console operator
7. Programmer
8. Systems analyst
9. Training technician

IV. Teaching Tips

A. Emphasize necessity of methodical work habits and accuracy.

B. Use transparencies and suggested films.

C. Encourage students to watch for articles on data processing in magazines and newspapers and bring them to class.

D. Have each student secure a source document and design a card on which information can be recorded.

E. Select a businessman who works with a data processing department to relate why his company has a data processing system.

F. Plan field trips to business firms that have data processing installations.

G. Encourage students to bring bills, monthly statements, and other business forms from home for open discussion.

H. Have students bring to class newspaper "want ads" pertaining to jobs in data processing.

V. Evaluation

Test on basic concepts of data processing should be used for evaluation.

VI. References

Bux, William E. Key-Punch Training Course. 2d ed. Cincinnati: South-Western Publishing Company, 1966.

Freeman, M. Herbert, J. Marshall Hanna, and Gilbert Kahn. Accounting 10/12. Part IV: "Business Data Processing Fundamentals." New York: Gregg Division, McGraw-Hill Book Company.

Freeman, M. Herbert, and others. Punched-Card Data Processing System. New York: Gregg Division. McGraw-Hill Book Company.

Kahn, Gilbert. Business Data Processing. New York: Gregg Division, McGraw-Hill Book Company.

Wanous, S. J. and E. E. Wanous. Automation Office Practice. Cincinnati: South-Western Publishing Company, 1964.

ENGLISH REVIEW

I. Unit Purposes

A. The student should understand and apply the correct mechanics of expression--grammar, spelling, capitalization, punctuation, syllabication, and word usage--in effective writing.

B. The student should strive to constantly improve his English skills.

II. Materials and Supplies

Textbooks, workbooks, and programmed materials

III. Unit Content

A. Basic language skill--word usage review

1. The sentence
2. Spelling words
   a. Need for accuracy in business
   b. Words often confused
3. The dictionary
   a. Spelling

4. Variety in writing and speech
   a. Through reading
   b. Through continuing enrichment of vocabulary
5. Precision in choosing words
   a. Dictionaries
   b. Thesauri

B. Basic language skill--grammar review

1. Sentence analysis and construction
2. Verbs--regular and irregular
3. Nouns--plurals and possessives
4. Pronouns--cases and agreement
5. Subjects and predicates--agreement
6. Choice and use of adjectives
7. Placement and function of adverbs
8. Selection and use of prepositions
9. Conjunctions--kinds and functions
10. Simple sentences developed into complex, compound, and compound-complex
11. Capitalization and punctuation

IV. Teaching Tips

A. Pretest the students to determine ability in the mechanics of expression so that personal help may be given the deficient student.

B. See that attractive and interesting bulletin boards are displayed frequently.

V. Achievement in the mechanics of English may be evaluated by short-answer and performance tests. Finally at the end of the unit, a comprehensive examination should be given.

VI. References

A. Books

Aurner, Robert R. and Paul S. Burtness. Effective English for Business. 5th ed. Cincinnati: South-Western Publishing Company, 1962.

Brendel, Leroy and Doris Near. Spelling Drills and Exercises. New York: Gregg Division, McGraw-Hill Book Company, 1964.

Crank, Doris, Floyd Crank, and Mary Connelly. Words: Spelling Pronunciation, Definition, and Application. 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1962.

Fisher, Robert. Intensive Clerical and Civil Service Training. 4th ed. Cincinnati: South-Western Publishing Company, 1968.

Kramer, Edward. How to Punctuate a Business Letter. New York: Pitman Publishing Corporation, 1958.

Schachter, Norman. English the Easy Way. 3d ed. Cincinnati: South-Western Publishing Company, 1969.

Stewart, Marie M., Frank W. Lanham, and Kenneth Zimmer. Business English and Communication. 3d ed. New York: Gregg Division, McGraw-Hill Book Company, 1967.

B. Film and Filmstrip Sources

McGraw-Hill Book Company, Inc., 42nd Street, New York, NY 10036: Gregg Instructional Aids Catalog and Guide, 1969.

South-Western Publishing Company, Cincinnati, OH 45227: Service Bulletin No. 15.

C. Free Materials

Sperry Rand Corporation, Remington Rand Division, Victor Systems and Equipment, 122 East 42nd Street, New York, NY 10017.

The Royal Bank of Canada, P.O. Box 6001, Montreal 101, P.Q. Ask to be placed on the mailing list to receive their Monthly Letter.

BUSINESS MATHEMATICS REVIEW

I. Unit Purposes

A. The student should understand basic arithmetic processes with particular emphasis on speed, accuracy, and neatness.

B. The student should understand and appreciate the use of business mathematics in the operation of a successful business.

C. The student should read, interpret, and solve realistic business problems.

D. The student should verify and check all work.

E. The student should develop proficiency in performing arithmetic processes involving interest, percentage and fractions.

F. The student should develop a proficiency in applying the short-cut methods.

II. Materials and Supplies

Textbook, workbook, practice sets of different types where applicable, related audio-visual materials

III. Unit Content

A. Review of the four fundamental processes

B. Review of fractions

1. Common
2. Decimal
3. Improper

C. Review of basic principles of percentage

1. Meaning of percentages
2. Changing mixed numbers to percentages
3. Changing whole numbers to percentages
4. Changing fractions to percentages

D. Review of basic principles of interest

1. Interest formulas
2. Simple interest
3. Compound interest
4. Discounting
5. Installment interest
6. Sixty-day interest

IV. Teaching Tips

A. The teacher should administer a classification or diagnostic test to discover individual weaknesses so that personal assistance may be given.

B. The teacher should stress continually the relationship between problems being studied and their practical use in actual business situations.

C. The teacher should show how each short-cut method saves time in solving problems.

D. The teacher may plan with the students a well-coordinated field trip to a local business establishment for a study of the varied business mathematical implications.

V. Evaluation

In measuring basic mathematical skills, problem tests should be administered at the end of each unit of work. Consideration should be given to both speed and accuracy. A comprehensive examination should be given at the end.

VI. References

A. Books

Briggs, Milton. Mathematics Skill Builder. Cincinnati: South-Western Publishing Company, 1960.

Briggs, Milton. Mathematics Skill Builder: Programmed Supplement. Cincinnati: South-Western Publishing Company, 1965.

Cissell, Robert and Thomas J. Bruggeman. Mathematics for Business and Economics. Boston: Houghton Mifflin Company, 1962.

Curry, Preston E. and Edwin D. Piper. Applied Business and Economics. Boston: Houghton Mifflin Company, 1962.

Huffman, Harry, George Twiss, and Robert Whale. Mathematics for Business Occupations. New York: Gregg Division, McGraw-Hill Book Company, 1968.

Piper, Edwin and Joseph Gruber. Applied Business Mathematics Complete. 8th ed. Cincinnati: South-Western Publishing Company, 1965.

Reinfeld, Nyles V. Mathematical Programming. Englewood Cliffs: Prentice-Hall, Inc., 1960.

Rosenberg, Robert and Harry Lewis. Business Mathematics. 7th ed. New York: Gregg Division, McGraw-Hill Book Company, 1968.

B. Free Teaching Aids

Boston Better Business Bureau, 52 Chauncey Street, Boston, Massachusetts.

South-Western Publishing Company, Cincinnati, OH 45227. Write for Service Bulletin No. 15, A Suggested Source of Teaching Aids and Equipment for Business and Office Education.

JOB EVALUATION AND ANALYSIS FOR STUDENTS

Job analysis provides the COE student-learner with benefits similar to those gained by the coordinator. The student-learner may obtain facts about a job that will assist him in being more successful at his immediate work station or in developing skills and understandings leading to the career objective.

This unit would be one of the related-information units used by the coordinator who concentrates highly on vocational competence, social and economical adaptiveness, personal adjustment, and extended education. This type of concentration leads to greater technical and nontechnical job competence, better vocational adjustment and understanding, more self-confidence, and a continuation of learning.

I. Unit Purposes

A. Students will become aware of the requirements and qualifications of their specific jobs and those of their career objectives.

B. Students will become aware of and understand the basis by which they are appraised by their employers, coordinators, or training station supervisors.

C. Students will learn the qualifications, requirements, job opportunities, special duties, and special knowledges as they relate to specialized office occupations.

D. Students will learn self-evaluation techniques.

E. Students will become acquainted with job classifications as they are outlined by the Labor Department.

II. Materials and Supplies

Reference materials; student-prepared materials such as charts,

posters, brochures; a supply of forms for practice and study; filmstrips, and 16 mm film.

III. Unit Content

A. Introduction

1. Definition of job evaluation and analysis
2. Benefits to be derived from job analysis
3. Some techniques for conducting an analysis

B. Evaluating and analyzing jobs on an individualized basis (according to respective career objectives)

1. Job description and specification
2. Job qualifications and requirements
3. Job opportunities

C. Evaluating and analyzing specialized office occupations

1. Employment qualifications
2. Specific duties
3. Job opportunities

D. Evaluating and analyzing civil service employment

1. Federal employment
2. State employment
3. Municipal employment

IV. Teaching Tips

A. Launch unit with brief lecture, explaining what is to be done in evaluating and analyzing jobs. Stress benefits to be gained from the unit.

B. Have students study sample job analysis and prepare a list of tasks to be performed in completing a specific job.

C. Plan a questionnaire to be used by student in collecting data when interviewing office employees.

D. View a film, such as The Secretary--A Normal Day; make a list of duties performed by the film characters.

E. Have students collect information on their own career objective--the classification in the Dictionary of Occupational Titles, qualifications required for employment, opportunities for advancement, etc.

F. Require students to research a specialized or technical office occupation, and prepare a list of terms related to the occupation that would not be used commonly.

G. Show the filmstrip dealing with medical and legal secretaries from the Office Education Series I.

VI. References

A. Books

Agnew, Peter L., James Meehan, and Mary Ellen Oliverio. Secretarial Office Practice. 7th ed. Cincinnati: South-Western Publishing Company, 1966.

Archer, Fred, and others. General Office Practice. 3d ed. New York: Gregg Division, McGraw-Hill Book Company, 1968.

Fisher, Robert. Intensive Clerical and Civil Service Training 4th ed. Cincinnati: South-Western Publishing Company, 1968.

U.S. Department of Labor. Dictionary of Occupational Titles and Occupational Classification and Industry Index. U.S. Government Printing Office, Washington, DC.

U.S. Department of Labor. Occupational Outlook Handbook. U.S. Government Printing Office, Washington, DC.

U.S. Department of Labor. Training and Reference Manual for Job Analysis. U.S. Government Printing Office, Washington, DC.

B. Film and Filmstrips

Office Education Series I, (five filmstrips), International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604.

The Secretary - A Normal Day, (16 mm, 11 minutes, color) Louisiana State Department of Education, Vocational Education Materials Center Library, P.O. Box 44064, Baton Rouge, LA 70804.

C. Periodical

Vaughn, Ronald L. and Robert J. Motley. "Job Analysis." The Balance Sheet, October, 1970.

EVALUATING AND TESTING

Periodic evaluations are made of the student's performance and progress, both on the job and in the classroom, in order for the teacher-coordinator to arrive at a satisfactory assessment of each trainee during the grading period.

Conferences between the teacher-coordinator and the training station supervisor as well as student conferences serve as an excellent means of gaining evaluative information. The teacher-coordinator visits each training station at least once during each grading period.

Employer student-learner rating sheets should be distributed to each training station each grading period, along with instructions from the coordinator as to the proper procedures for filling out the forms. It may be advisable for the coordinator to assist the training station sponsor or supervisor with the completion of the initial evaluation of the student-learner. At this time he should indicate to the sponsor or supervisor that the student performance should be compared to other beginning workers performing similar tasks. If the coordinator collects these rating sheets personally, an excellent opportunity for a joint evaluation of the student-learner is readily provided.

Testing in the COE program is left to the discretion of the coordinator, depending upon the type of work being done at the time and the actual results or projects available for evaluative purposes. Problem tests in which students can demonstrate knowledge and interpretative ability are desirable.

Using both formal and informal techniques, the related class work is evaluated by many coordinators and then combined with the employer's evaluation in determining a letter grade for the student.

Another phase of evaluation of the COE program is developed through the records that the coordinator maintains as a follow-up of the students after graduation from high school. This information is often interesting as well as valuable to the coordinator.

A sample rating sheet is included in the resource section.

VISUAL AIDS

Visual aids properly selected are valuable instructional aids. A repertoire of visual aids for COE classes will include items from the following list: bulletin board materials; charts, graphs, flow charts, and posters; film loops; filmstrips; flash cards, motion pictures, slides, and transparencies. The COE classroom should be equipped with chalk boards, bulletin boards, peg boards, flannel boards, overhead projector, projection screens, prepared transparencies and transparency materials, display letters, and any other equipment or supplies needed for making visual aids an integral part of the instructional program.

In selecting any visual aid, the coordinator should keep in mind the fundamental principles for making use of the aid effective. An aid should be selected if it is closely correlated with the skill being developed. Any aid should be accurate in content and acceptable in quality of production. It is suggested that aids be previewed by the coordinator to determine the effectiveness of their use.

Each coordinator should have a reference source for visual-aid materials and ideas. Provision for the purchase of equipment and materials should be included in the COE budget. The state and local materials centers are valuable suppliers of 16-millimeter motion picture films,35-millimeter filmstrips, and prepared transparencies. All materials from the Louisiana State Department Materials Center are on free-loan basis. The borrower pays the return postage.

An excellent list of visual aids classified by subject area can be found in Monograph 92, Visual Aids for Business and Economic Education. The Monograph includes an extensive list of materials and the addresses from which they can be obtained. Monograph 92 is available free from South-Western Publishing Company.

RESOURCE MATERIALS

Specific resources for each teaching unit are included in the unit plans.

The entire resource material section of the COE curriculum guide is devoted to samples of various forms that the coordinator may use. The coordinator should select the forms that apply to his particular situation and adapt them to fit his individual needs.

S A M P L E

INTRODUCTION LETTER TO BUSINESSMEN

Business Name
Address

With the beginning of the fall semester the _____ High School will organize a Cooperative Office Education program. As a businessman wouldn't you like to have a part in training the high school youth in this community?

In this program the student gets specialized training at school and spends several hours in an office where he is paid a beginner's wage. The student is learning while working and you as an employer are able to make suggestions and recommendations for improvement of the student's training.

A teacher-coordinator will make periodic visits to your place of business and will counsel with you in regard to the work of your student-trainee. The coordinator will then attempt to give the student additional training where it is needed most.

We believe the business people of _____ will welcome such a program in the senior high school and will be proud to have a part in furthering the education of the youth of this parish.

(Coordinator's name) from _____ High School who has been designated as coordinator for this program will contact you in the near future and explain the program to you. We feel that once our new program has been put into effect, you will be happy that you had the opportunity to play a part in its development.

Sincerely yours,

_____
Superintendent

NOTE: To be typed on school or parish school board stationery.

Attach Recent
Photo Here

STUDENT APPLICATION FOR ENROLLMENT
COOPERATIVE OFFICE EDUCATION PROGRAM

Date _____

Name_____Grade _____ Home room _____

Address _____Telephone _____

Sex _____ Age _____ Weight _____ Height _____

Religion _____ Social Security Number _____

Physical Condition _____

Mother's name _____ Address _____

Father's name _____ Address _____

Mother's Occupation _____

Father's Occupation _____

Date of Birth _____ Place of Birth _____

Vocational Objective or Career Goal _____

What do you plan to do after you graduate from high school? _____

_____

If you plan to go to college, where and what will you study? _____

_____

Why do you want to enroll in this program? _____

_____

In what extracurricular activities have you taken part? _____

_____

Times tardy this year _____ Times absent this year _____

Reasons for tardiness _____

Reasons for absences _____

Typewriting speed _____ Shorthand speed _____ Bookkeeping Grade _____

English III Grammar Grade _____ General Business Grade _____

What required subjects do you need next year? _____

_____

Previous Work Experience

Employed by:	Type of Work	Dates Worked
_____	_____	_____
_____	_____	_____

In what kind of office would you like to work? _____

Will you have access to a car? (Will you have a ride to work from school?) _____

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work. I understand that unsuccessful performance will result in failure of the course.

Signed _____
Student

It is my desire for the above-named student to participate in this program. I hereby release the school and parish school board from any responsibility involved in traveling to and from work. I will take student accident insurance.

Signed _____
Parent or Guardian

Teacher's comments about student: _____

_____

_____

_____

NOTE: Student application--to be completed by the student when he desires to become a member of the program. It is to be signed by the student and by his parents or guardian. It is suggested that the teacher recheck all grades, credits, eligibility for graduation.

_____PARISH

OFFICE OCCUPATIONS SURVEY

Your firm's name will not be used in connection with your answers. The information furnished by you and other businesses will be used for statistical purposes only. However, if there are any questions which you do not wish to answer, please omit them.

Name of Business _____Type of Business _____

Address of Business _____

Name of Owner or Manager _____

Number of full-time office employees: Male _____ Female _____

Number of part-time office employees: Adult Male _____ Female _____
High School Male _____ Female _____

Beginning salary of office employees hired _____
Average or range

Name or types of employment tests administered _____

_____

Minimum number of years of new full-time office employees _____

Minimum proficiency level required for new full-time office employees:

Typewriting _____ Shorthand _____

Place additional comments concerning education and training desired of new full-time employees on the reverse side of this sheet.

Do you have a formal training program in your firm? Yes ____ No_____

Do you have difficulty securing competent office workers? Yes _____

No _____ If yes, which area? _____

What do you feel are likely to be the best employment opportunities in office occupations during the next few years?

_____

Would your firm be willing to provide part-time employment to a cooperative office education student? Yes _____ No _____

Would you like more information concerning the program? Yes ___ No ___

Check below the types of office occupations which exist in your firm:

( ) Receptionist
( ) Stenographer
( ) Clerk Typist
( ) Calculating Machine Operator
( ) Key Punch Operator
( ) _____
( ) Filing Clerk
( ) Secretary
( ) Duplicating Machine Operator
( ) General Office Clerk
( ) Transcribing Machine Operator
( ) _____

Check below the kinds of learning experiences that your firm's office could offer the student:

Typewriting
( ) Business letter
( ) Memorandums
( ) Form letters
( ) Type and correct spirit masters, stencils, or offset masters
( ) Printed business forms (invoices, monthly statements, etc.)
( ) _____

Adding and Calculating Machine
( ) 10-key adding
( ) 10-key printing calculator
( ) Full-bank adding
( ) Calculator
( ) Electronic calculator
( ) _____

Taking Dictation and Transcribing
( ) Write shorthand
( ) Transcribe
( ) Operate shorthand machine
( ) Transcribe from recorded media--belt, disc, etc.
( ) _____

Telephoning and Communicating
( ) Place local and long distance telephone calls
( ) Answer telephone
( ) Screen employers' calls
( ) Record telephone messages
( ) Compose business correspondence
( ) _____

Operating Office Machines and Equipment

Typewriters
( ) Electric
( ) Manual

Data Processing Equipment
( ) Key Punch
( ) _____

Duplicating Machines
( ) Spirit duplicator
( ) Stencil duplicator
( ) Offset duplicator
( ) Copying machine
( ) _____

Clerical Tasks
( ) Performing mailing tasks
( ) Filing
( ) Financial and record keeping tasks
( ) _____

_____
Name and Title of Company Official

_____

Source: Cooperative, Distributive and Office Education Programs, Bureau of Business Education, California State Department of Education.

TRAINING STATION SELECTION FORM

COOPERATIVE OFFICE EDUCATION

Firm _____ Date _____

Personnel Manager or Department Head _____

Summary of Job Duties _____

Equipment Used _____

Number of Student-Learners _____ Hours of Work _____

Reporting Date _____ Rate of Pay _____

Follow-up: _____

Comments:

(PARISH) PUBLIC SCHOOLS

_____ High School _____

Note: Contact Form--to be used and completed by coordinator.

SAMPLE JOB DESCRIPTION

Employing Firm_____ Date _____

Address _____

Job Title _____ Department _____

Person Contacted _____

Wage and Hour Classification _____

GENERAL RESPONSIBILITIES:

Keeps accounting records of business; prepares billing; processes accounts payable and accounts receivable; performs general secretarial duties.

REPORTING RELATIONSHIP: Reports to Cost Accountant and Cashier

TYPICAL DUTIES:

A. Keeps records of business
   1. Prepares daily cash count
   2. Keeps business summary up to date
   3. Takes a customer count daily
   4. Records cash receipts and accounts receivable

B. Processes accounts receivable
   1. Types purchase requisitions
   2. Keeps unapproved, approved, unpaid, and paid orders
   3. Records all vouchers in Purchase Register
   4. Makes final check on vouchers before they are sent to disbursements
   5. Pulls supporting papers on paid vouchers before filing

C. Takes general correspondence in shorthand and transcribes it

D. Types forms with multiple carbons

E. Duplicates various forms when needed

F. Photocopies on Xerox for rush items

Cooperative Office Education Program

TRAINING PLAN

Name of Student _____ Date _____

Name of Training Station Brown and Lewis Realty Company

Name of Training Sponsor James Brown

Student's Career Objective: Secretary

Job Title (D.O.T. Classification): Receptionist

Description of Training Station Tasks:

Performs receptionist duties such as:

Meeting customers and providing them with necessary information, handling incoming telephone calls and placing outgoing telephone calls, typing correspondence and other materials, record-keeping tasks, handling mail, filing correspondence and other documents, duplicating written materials, and doing other tasks assigned by the employer.

Areas of Experience and Training:	Classroom Instruction	Training Station Instruction
Typewriting: Learn to		
Develop proficiency on the IBM Executive Typewriter		X
Type letters, legal papers, court documents	X	X
Make multiple carbons	X	X
Correct and type from rough draft	X	X
Proofread accurately	X	X
Type listings of real estate rentals and sales		X
Type rent due notices to tenants		X
Type offset masters	X	X
Clean electric typewriters properly	X	X
Filing: Learn to		
File alphabetically	X	X
Prepare file folders		X
Become familiar with office files		X
Retrieve materials from office quickly		X

	Classroom Instruction	Training Station Instruction
Operating Office Machines: Learn to		
Develop proficiency on 10-key adding machine	X	X
Develop habit of finding errors quickly	X	X
Change ribbons and tapes	X	
Become familiar with an electronic calculator		X
Duplicating: Learn to		
Use copying machine		X
Use offset duplicator		X
Using the telephone: Learn to		
Answer the telephone properly	X	X
Take and record messages	X	X
Proper procedure for placing long distance calls	X	X
Make appointments for salesmen		X
Record Keeping: Learn to		
Handle money and record payments from tenants	X	X
Handle company accounts payable and accounts receivable transactions	X	X
Handling Mail: Learn to		
Date, sort, and distribute mail		X
Postal rates for various classes of mail	X	
Prepare registered and certified mail	X	
Personal Relations: Learn to		
Develop poise in meeting customers	X	X
Good co-worker relations		X
Policies regarding personal grooming, dress, etc.		X
Good grooming techniques	X	

Source: Cooperative, Distributive and Office Education Programs, Bureau of Business Education, California State Department of Education.

APPROVED COOPERATIVE TRAINING PROGRAM
COOPERATIVE OFFICE EDUCATION

_____
(Name of School)

I. The employer _____
(Name and Address)

agrees to employ _____
(Name and address of student-learner)

on a one-half day basis for the purpose of training the basic skills of _____
(Job Classification)

The student-learner will be employed at least 15 hours per week.

II. The employer will offer the following work experience during the training period and will follow a rotation plan that provides basic training in each of the experiences listed.

Job Experiences

1. 4.

2. 5.

3. 6.

III. The employer will assign some members of his organization who will have a continuing responsibility for the training and supervision of the student-learner. The person responsible for this training on the job is

_____
(Name and Title)

IV. The student-learner will be paid a beginner's wage of _____ per hour.

V. Since the cooperative office education program is under school supervision, the teacher-coordinator will be permitted to visit the training stations at such times as the coordinator deems it necessary to observe the student at work and evaluate his program.

VI. At regular intervals the coordinator will consult with the employer or the immediate supervisor of the student-learner for the purpose of evaluating the student's progress so that an accurate school record can be obtained.

VII. The student agrees to report for work punctually and regularly. He also agrees to follow the orders and instructions of the supervisors at all times.

VIII. All complaints shall be made to and adjusted by the teacher-coordinator.

IX. This agreement may be terminated by the employer at any time after consultation with the teacher-coordinator.

The teacher-coordinator may terminate this agreement at any time after consultation with the employer. The student may change his place of employment only after consultation with and approval by the teacher-coordinator.

X. Signatures

_____	_____
(Teacher-Coordinator)	(Employer)
_____	By _____
(Parent or Guardian)	Representative of Employer
_____	_____
(Date)	Student-Learner

U. S. Department of Labor
Employment Standards Administration
Wage and Hour Division
Federal Building-U. S. Courthouse
1100 Commerce Street
Dallas, Texas 75202

Form Approved:
Budget Bureau No. 44-R0308

WAGE-HOUR USE ONLY
A. Control number _____
B. Effective date _____
C. Expiration date _____
D. Reviewing official _____

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of this application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Division. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. *PRINT OR TYPE ALL ANSWERS.*

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: B. DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:
5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	17. TITLE OF STUDENT-LEARNER OCCUPATION:
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT
7. PROPOSED GRADUATION DATE *(Month, day, year)*	19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION
8. NUMBER OF WEEKS IN SCHOOL YEAR	20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO" GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 10/70)

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) | *Signature of Student* | *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official | *Date*

Title

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative | *Date*

Title

ATTACH SEPARATE SHEETS IF NECESSARY

STATE OF LOUISIANA

DEPARTMENT OF LABOR

DIVISION OF WOMEN AND CHILDREN

To obtain a vacation work permit or certificate, the minor must bring this form, properly filled, to the parish superintendent of schools of any parish, except in Orleans Parish, to the representative of the Commissioner of Labor. **He must also bring a birth certificate.** If under 16 years of age the minor must bring a certificate of health signed by a physician.

INTENTION TO EMPLOY

MINORS UNDER 18

(Required under provisions of R.S. 23:151-234)

The certificate or vacation work permit will be denied unless all provisions of Act 301 of 1908, as to hours, type of employment, etc., are complied with.

Employers who employ minors illegally are subject to penalties, (fines and/or jail sentences) according to provisions of R.S. 23:231-234, if convicted of a violation.

_____ Date _____
(City)

_____
(Parish)

Upon receipt of the employment certificate or the vacation work permit, the undersigned intends to employ:

_____ _____ _____
(Name of Minor) (Address of Minor) (Age)

in the capacity of _____
(Specific Job Duties) (Industry)

for _____ days per week; for _____ hours per week; _____ hours per day beginning _____

_____ A. M. and closing _____ P. M. with a lunch period of _____, the rate of

pay to be _____ per hour or _____ per day or _____ per week.

_____ _____
(Firm Name) (Business Address)

_____
(Signature of Employer or Authorized Agent)

This form must be executed and signed by an officer of employing firm.

Form B-41 Rev.

STATE OF LOUISIANA
DEPARTMENT OF LABOR
DIVISION OF WOMEN AND CHILDREN

This cert
ize empl
provisio

Parish of_____
City or Town of_____

EMPLOYMENT CERTIFICATE
FOR
MINORS 16 AND 17 YEARS OF AGE
ISSUED UNDER THE PROVISIONS OF ACT 301 OF 1908
AS AMENDED

Certificate No.__
Date of Issue__

74a

1. Name of Minor_____
   Address_____
2. Age____ 3. Sex_____ 4. Date of birth_____
5. Specify evidence of age accepted_____
   (See reverse side)

6. Name of Employer_____
   Address_____
7. Industry of Employer_____
8. Occupation of Minor_____

Pursuant to the authority vested in me by law, I hereby certify that the above-named minor, until this cer
revoked, is authorized to accept employment as specified above under all the conditions and provisions imposed by
and rules and regulations of the Commissioner of Labor of the State of Louisiana.

9. Signature of Minor_____

10. Has minor had an employment certificate before?_____
    (Yes) (No)

Signature of Issuing Officer_____
Title_____
Address_____

This certificate is non-transferable. The employer shall keep the certificate on file while the minor is empl
retur it to the issuing officer within three days after the termination of the minor's employment. See reverse sid
men'

To be issued in triplicate; original to be mailed to employer, duplicate to Division of Women and Children, tri
ing officer.

STATE OF LOUISIANA
DEPARTMENT OF LABOR
IVISION OF WOMEN AND CHILDREN

This certificate does not authorize employment contrary to the provisions of any Federal law.

EMPLOYMENT CERTIFICATE
FOR
MINORS 16 AND 17 YEARS OF AGE
UNDER THE PROVISIONS OF ACT 301 OF 1908
AS AMENDED

Certificate No._____

Date of Issue_____

_____

6. Name of Employer_____

_____ Address_____

th_____ 7. Industry of Employer_____

_____ 8. Occupation of Minor_____

(See reverse side)

by law, I hereby certify that the above-named minor, until this certificate is cancelled or s specified above under all the conditions and provisions imposed by the laws of the State r of Labor of the State of Louisiana.

_____ Signature of Issuing Officer_____

before?_____ Title_____
(Yes) (No)

Address_____

employer shall keep the certificate on file while the minor is employed by him and shall s after the termination of the minor's employment. See reverse side for hours of employ-

ailed to employer, duplicate to Division of Women and Children, triplicate for files of issu-

Notice to Issuing Officer

Require the minor to furnish evidence of age in the following order. Do not accept (2) u you have ascertained that no birth certificate is available nor (3) until you find that neither (1) (2) is available.

(1) A birth certificate or transcript thereof.

(2) A baptismal record, a Bible record, a passport, or other documentary proof of age such insurance policy at least two years old.

(3) A statement of physical age signed by a public health or public school physician acc panied by both a school record or the latest school census record, if obtainable, an parent's or guardian's affidavit of age.

Specify on front of certificate in line 5 the kind of evidence of age accepted.

74b

Notice to Employer

Under the provisions of the labor laws of Louisiana:

Minors under 18 years of age may not be employed for more than 8 hours a day, 44 hour week, or six consecutive days in any one week, except that minors 16 to 18 may be employed more than 10 hours a day and 60 hours a week in the processing of sugar cane or sorghum i sugar, molasses or syrup.

No girl under 18 years of age may be employed after 7:00 P. M. or before 6:00 A. M.; boy under 18 years of age may be employed after 10:00 P. M. or before 6:00 A. M.

Exemptions

Except that girls after their seventeenth birthday may work until ten o'clock at nig provided they are attending school. After their seventeenth birthday, any boy or girl who graduated from high school or any minor who has not attended school for six months after seventeenth birthday is exempt from the provisions of this section.

Notice to Issuing Officer

furnish evidence of age in the following order. Do not accept (2) until no birth certificate is available nor (3) until you find that neither (1) nor

te or transcript thereof.

ord, a Bible record, a passport, or other documentary proof of age such as at least two years old.

physical age signed by a public health or public school physician accom- a school record or the latest school census record, if obtainable, and a dian's affidavit of age.

ertificate in line 5 the kind of evidence of age accepted.

Notice to Employer

of the labor laws of Louisiana:

of age may not be employed for more than 8 hours a day, 44 hours a ys in any one week, except that minors 16 to 18 may be employed not and 60 hours a week in the processing of sugar cane or sorghum into

s of age may be employed after 7:00 P. M. or before 6:00 A. M.; no may be employed after 10:00 P. M. or before 6:00 A. M.

Exemptions

their seventeenth birthday may work until ten o'clock at night, g school. After their seventeenth birthday, any boy or girl who has or any minor who has not attended school for six months after his mpt from the provisions of this section.

STUDENT RATING SHEET

Name _____ Training Station _____

Six Weeks Period	1st	2nd	3rd	4th	5th	6th
Attendance & Punctuality						
Job Attitude						
Quantity of Work						
Quality of Work						
Appearance						
Attitude toward criticism						
Ability to Follow Instructions						
Human Relations						
Ability to Assume Responsibility						
Initiative						
Total Points						

Comments:
First Six Weeks _____

Second Six Weeks _____

Third Six Weeks _____

Fourth Six Weeks _____

Fifth Six Weeks _____

Sixth Six Weeks _____

Rating Scale:
Excellent - 4
Above Average - 3
Average - 2
Below Average - 1
Unsatisfactory - 0

Signature:
First Six Weeks _____
Second Six Weeks _____
Third Six Weeks _____
Fourth Six Weeks _____
Fifth Six Weeks _____
Sixth Six Weeks _____

STUDENT TASK ANALYSIS FORM

OFFICE TASKS PERFORMED: If you perform tasks even occasionally while working for your present firm, check YES column.

YES	NO		
____	____	1.	Take dictation in shorthand
____	____	2.	Transcribe dictation on the typewriter
____	____	3.	Transcribe from sound recordings (dictaphone)
____	____	4.	Schedule appointments
____	____	5.	Give information to callers
____	____	6.	Read and route incoming mail
____	____	7.	Locate and attach appropriate file to correspondence to be answered by employer
____	____	8.	Take dictation on stenotype machine
____	____	9.	Compose and type routine correspondence
____	____	10.	File correspondence and other records
____	____	11.	Answer telephone
____	____	12.	Route call to appropriate official
____	____	13.	Place outgoing calls
____	____	14.	Greet visitors, ascertain nature of business and conduct to appropriate person
____	____	15.	Arrange travel schedules and reservations
____	____	16.	Compile and type statistical reports
____	____	17.	Supervise clerical workers
____	____	18.	Keep personnel records
____	____	19.	Record minutes of staff meetings
____	____	20.	Prepare summonses
____	____	21.	Prepare complaints
____	____	22.	Prepare motions
____	____	23.	Prepare subpoenas

Steno-Secretarial Occupational Cluster Guide, Oregon Board of Education, Salem, Oregon 97310. D-4

STUDENT'S SELF-APPRAISAL SHEET

Name _____ Employer _____

Type of Job _____ Bus. Phone _____

Average Hours Worked Each Week _____

Supervisor _____

My Appraisal of the Items Listed:	Good	Fair	Poor
1. Ability to follow instructions	_____	_____	_____
2. Ability to get along with others	_____	_____	_____
3. Dependability	_____	_____	_____
4. Industry and Initiative	_____	_____	_____
5. Loyalty to Company	_____	_____	_____
6. Enthusiasm for work	_____	_____	_____
7. Honesty	_____	_____	_____
8. Punctuality	_____	_____	_____
9. Mental Alertness	_____	_____	_____
10. Courtesy and manners	_____	_____	_____
11. Personal Appearance	_____	_____	_____
12. Proofreading and Erasures	_____	_____	_____
13. Appearance at Work	_____	_____	_____
14. Quantity of work produced	_____	_____	_____
15. Quality of work produced	_____	_____	_____

I have the following criticism of my work _____

_____

Improvements Needed _____

Would I feel justified in anticipating a raise in salary if my work were consistently of this caliber? _____

Grade I feel I deserve _____

Signature _____ Date _____

Source: Georgia State Department of Education Coordinator's Manual, Vocational Office Training, 19?0.

(Name of School)
Cooperative Education Program

STUDENT TRAINING STATION PROGRESS REPORT

Name of Student _____

Training Station _____

TO THE EMPLOYER: In each category place one check mark opposite the phrase which describes the student-learner most accurately.

ABILITY TO FOLLOW INSTRUCTIONS

_____ Uses initiative in interpreting and following instructions
_____ Usually follows instructions with no difficulty
_____ Follows instructions with some difficulty
_____ Needs repeated detailed instructions

APPEARANCE

_____ Exceptionally neat and appropriately dressed
_____ Neat and appropriately dressed
_____ Satisfactory appearance and dress
_____ Sometimes neglectful of appearance and dress

ATTITUDE TOWARD WORK

_____ Takes a keen interest in the training and takes initiative to learn
_____ Shows interest in training and has desire to learn
_____ Has some interest in the training
_____ Shows little interest or enthusiasm for the training

ATTENDANCE AND PUNCTUALITY

_____ Never absent or late without good cause
_____ Seldom absent or late without good cause
_____ Occasionally absent or late
_____ Frequently absent or late

COOPERATION

_____ Always cooperates eagerly and cheerfully
_____ Usually cooperates eagerly and cheerfully
_____ Cooperates willingly when asked
_____ Cooperates reluctantly

CUSTOMER RELATIONS

_____ Extremely tactful and understanding in dealing with all types of customers
_____ Usually poised, courteous and tactful in dealing with customers
_____ Tries to please customers
_____ Sometimes lacks poise and seems indifferent to customers

DEPENDABILITY

_____ Meets all obligations unfailingly without supervision
_____ Meets obligations with very little supervision
_____ Meets obligations under careful supervision
_____ Sometimes fails in obligations even under careful supervision

EXPENSE CONSCIOUS (Materials and Equipment)

_____ Extremely careful in using materials and equipment
_____ Uses good judgment in using materials and equipment
_____ Takes average care in using equipment and materials
_____ Careless about equipment and materials

JOB SKILLS

_____ Possesses all of the essential skills and related information
_____ Has an above average command of the essential skills and related information
_____ Has an acceptable command of the skills and related information
_____ Lacks in the essential skills and related information

OBSERVANCE OF RULES

_____ Always observes company rules
_____ Seldom disregards company rules
_____ Observes most of the company rules
_____ Frequently neglects company rules

QUALITY OF WORK

_____ Has aptitude for doing neat, accurate work and exceeding the requirements
_____ Does more than required amount of neat, accurate work
_____ Does normal amount of acceptable work
_____ Does less than required amount of satisfactory work

WORK AREA

_____ Keeps work area outstandingly neat and efficiently organized
_____ Takes pride in appearance and arrangement of work area
_____ Follows good housekeeping rules
_____ Allows work area to become disorganized and untidy

OVERALL EVALUATION OF STUDENT'S TRAINING

_____ Outstanding
_____ Above average
_____ Average
_____ Below average
_____ Poor

_____
Signature of Training Sponsor

Date _____

NOTE: Please add any comments you wish to make on the back of this report.

_____
Assigned Grade

_____
Signature of Teacher Coordinator

Date _____

STUDENT'S WEEKLY WORK REPORT

Name _____ Job Title _____ Date _____

Name of employing firm _____

Supervisor's name _____ Title _____

Days absent this period _____ School _____ Work _____

Date	Duties Performed	Hours Worked	Rate per Hour	Total Wages
TOTALS				

List problems or difficulty which occurred: _____

_____

Office machines used: _____

_____

List any new knowledge or skills learned on the job: _____

_____

List related classroom instruction which is needed immediately: _____

_____

Comments: _____

_____

_____

81 Student's Signature

COORDINATOR'S VISITATION RECORD
COOPERATIVE OFFICE EDUCATION

_____
(Name of School)

Student's Name _____ Date _____

Training Station _____

Person Interviewed _____

Time Spent in Interview _____

Comments on Trainee _____

_____

_____

_____

Suggestions to Coordinator _____

_____

_____

_____

EVALUATION OF FIRMS
IN
COOPERATIVE OFFICE EDUCATION PROGRAM

Name of Firm _____ Address _____

Type of Business _____ Telephone _____

	Yes	No	Remarks
A. The firm has			
1. Adequate equipment			
2. Up-to-date equipment			
3. Provision for varied work experience			
4. Routine work experience			
5. Adequate facilities			
6. Satisfactory working conditions			
7. Satisfactory location (accessible to school)			
8. Good reputation			
9. Been recommended by Advisory Committee			
B. Student is provided with			
1. Competent instruction on job			
2. Competent supervision on job			
3. Progressive office techniques			
4. Protection of physical and mental welfare			
5. Step-by-step training plan developed by COE			
6. Step-by-step training plan developed by firm			
C. The employer			
1. Provides time for conference with coordinator for appraisal of student			
2. Welcomes visit of coordinator			
3. Allows coordinator to observe student at work			
4. Makes periodic appraisal of student's work			
5. Has the student's supervisor make appraisal of work			
6. Serves as speaker in classes			
7. Serves on advisory committee			

ANNUAL FOLLOW-UP

OF

BUSINESS AND OFFICE EDUCATION STUDENTS

I am not presently available for employment for the following reasons. (check one)

_____ Entered the Armed Forces
_____ Continued full-time school at _____
_____
_____ Other (Specify) _____
_____

I am employed full-time _____ part-time _____ _____

Location _____

Occupation _____

I am unemployed and seeking a job. _____

Signature _____

NOTE: This form is duplicated on a postal card and is used in one of the large parishes. The school's address is duplicated on the reverse side.

FOLLOW-UP STUDY QUESTIONS
FOR COOPERATIVE OFFICE EDUCATION GRADUATES

Name _____ Maiden Name _____

Address _____

Date _____ Year of Graduation _____

1. Are you employed? Yes ___ No ___
   a. Full-time ____ Part-time ____
   b. Job title _____
   c. Duties _____
   d. Employer or Supervisor _____
   e. Address _____
      (Street) (City) (State) (Zip Code)

2. How did you obtain present position?
   a. ____ help from school
   b. ____ help from friends, relatives, etc.
   c. ____ personal solicitation
   d. ____ employment office
   e. ____ private employment agency
   f. ____ other (Please explain) _____

3. What pretraining was necessary for your occupation?
   a. ____ High School c. ____ Business school
   b. ____ Vocational school d. ____ Other (Explain) _____

4. Have you changed jobs or received a promotion?
   a. ____ Have received promotion to higher-rated job with this company
   b. ____ Have not received advancement or promotion with this company
   c. ____ Have changed jobs ____ times since graduation
      Reason for changing jobs _____

5. If you are not employed, are you available for employment?
   Yes ____ No ____
   If you are not available for employment, check your status
   a. ____ Armed Forces c. ____ Homemaker
   b. ____ Full-time school d. ____ Other _____

6. What business education courses taken in high school were most helpful to you? Indicate by 1, 2, 3, etc. in order of helpfulness

____ Typewriting I	____ Business Mathematics
____ Typewriting II	____ Cooperative Office Education
____ Shorthand I	____ General Business
____ Shorthand II	____ Business Law
____ Bookkeeping I	____ Business English
____ Bookkeeping II	____ Other _____

7. List the business education courses which were least helpful.

_____

8. Have you had post high school training? If so, check the type.
   a. ____ College ____ Vocational School
   b. ____ Business School ____ Other _____

9. What business education courses not offered, do you wish you could have taken?

10. Of the business education courses offered in your high school, list the courses you wish you had taken. _____

11. List below the suggestions you have for improving the business and office training program. _____

_____

_____

Check in column one the activities which are your responsibilities. Check in column two the activities and skills for which you received training in high school.

Job Activities	1	2
Compose letters		
Duplication (stencil and fluid)		
File and index materials		
Handle incoming and outgoing mail		
Information desk work and receive callers		
Keep checkbook and reconcile bank statements		
Make appointments and use telephone		
Make out bills for customers		
Make payrolls		
Operate adding machine		
Operate calculator		
Operate transcribing machine		
Operate key-punch machine		
Operate verifier		
Operate sorter		
Operate collator		
Operate photocopy machine		
Operate switchboard		
Operate bookkeeping machine		
Prepare financial reports		
Proofreading		
Take inventory		
Take dictation and transcribe		
Type envelopes		
Type statistical material		
Use electric typewriter		
Use reference books		
Use timetables and make reservations		

CUMULATIVE WAGE AND HOUR RECORD
COOPERATIVE OFFICE EDUCATION
NAME OF SCHOOL

NAME _____ PLACE OF EMPLOYMENT _____

PAY PERIOD ENDING	HOURS	GROSS WAGES

PAY PERIOD ENDING	H
TOTAL GROSS W	

This is for your own personal record

CUMULATIVE WAGE AND HOUR RECORD
COOPERATIVE OFFICE EDUCATION
NAME OF SCHOOL

PLACE OF EMPLOYMENT DATE

HOURS	GROSS WAGES

PAY PERIOD ENDING	HOURS	GROSS WAGES
TOTAL GROSS WAGES		

This is for your own personal record

MILEAGE REPORT

	FIRMS CONTACTED	PERSONS IN CHARGE	BEGI M

88

This is for your own personal record

MILEAGE REPORT

	PERSONS IN CHARGE	BEGINNING MILEAGE	ENDING MILEAGE

This is for your own personal record

Cooperative Office Education
of
Louisiana Public Schools

Certificate of Appreciation

awarded to

_____

by _____ High School

In recognition of cooperation and participation in Office Training for

_____ years.

_____ _____

STATE SUPERINTENDENT OF EDUCATION BUSINESS AND OFFICE EDUCATION

_____ _____

PRINCIPAL COORDINATOR

Certificates may be obtained from the State Department.

COOPERATIVE OFFICE EDUCATION SPOTS

(50 seconds) Mr. Businessman -- You now have the opportunity to supplement the stenographic, bookkeeping, and clerical demands of your office staff with minimum expense to you, but with maximum benefit to a young man or lady. By participating in the Cooperative Office Education Program of the _____, you are assured of additional help from September through May with a senior business education major reporting to your office each day. COE students are interested, enthusiastic, and competent. In May you will have the chance to add to your office staff an experienced office worker, tailored to the needs of your business. For additional information, call the _____ _____.

(30 seconds) Mr. Businessman -- Is your secretary snowed under, your "in" basket bulging, your typing and filing behind schedule? Then you should investigate the Cooperative Office Education Program of the _____ Public Schools. You may want to join the 100 COE employers in the _____ _____ area who have found out that COE benefits employers, as well as senior business education students. Call the _____ for additional information. Do it today.

Source: Miss Mary J. Madden, New Orleans Public Schools

_____ HIGH SCHOOL

Office Occupations Activity Slip
(Must be filled out before leaving school when not on job)

Name _____

Day _____

Date _____

Training station _____

Reason for not working _____

Activity for afternoon _____

_____

_____

* *

INTRODUCTION CARD
COOPERATIVE OFFICE EDUCATION
(Name of School)

Date _____

To _____

Firm Name _____

Address _____

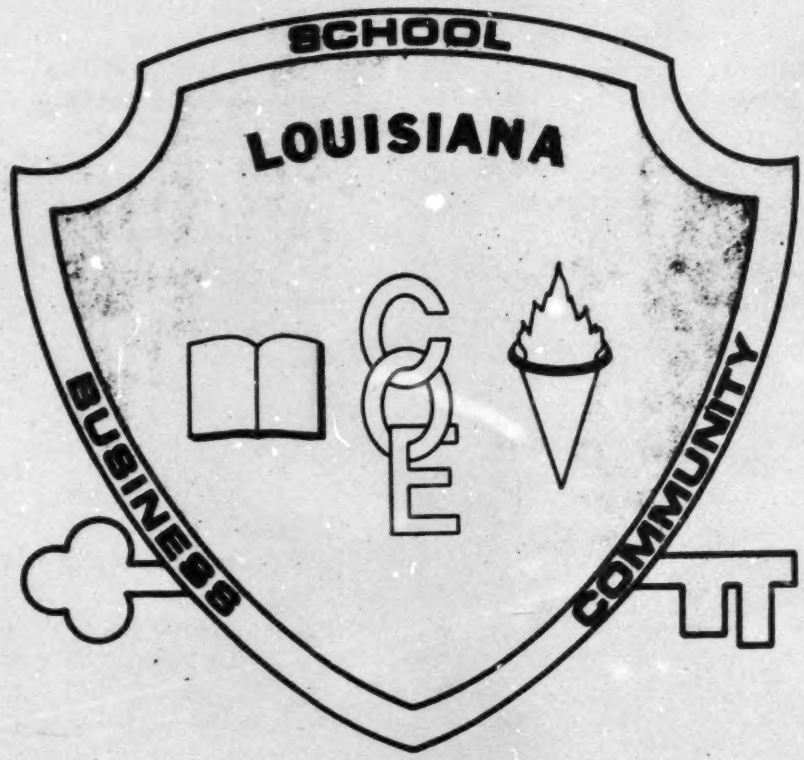
This will introduce _____ of the Cooperative Office Education class who is interested in obtaining part-time employment to supplement the training received at school.

_____
Teacher-Coordinator

School Phone Number _____

Note: This information may be duplicated on a small card.

COOPERATIVE OFFICE EDUCATION
EMBLEM



Green - Fields of Service

Gold - Opportunities

Shield - Valor

Book - Knowledge

Torch - Enlightenment

Key - Success

Emblem may be purchased from the State Department of Education

SUPPLIES AND EQUIPMENT

The equipment and supplies needed in a COE program are generally determined by the jobs for which students are being prepared. Items from the suggested list of equipment should be selected after giving careful consideration to the types of jobs, the school, and the community needs.

Equipment

Typewriters: electric, manual, and long-carriage electric
Office Machines, electric: 10-key and full-key adding machines; electronic and printing calculators
4-drawer filing cabinet/lock
Stencil duplicator
Fluid duplicator
Offset duplicator
Photocopy machine
Heat or infra-red copier
Telephone
Stenographic laboratory
Transcribing machines
Overhead projector
Tape Recorder
Phonograph
Demonstration stand
Stencil filing cabinet
Mimeoscope
Collator/jogger

Supplies

Stop watches
Interval timers
3-hole punch
Scissors
Staplers and removers
Copyholders
File baskets
Electric pencil sharpener
Paper cutter
Styli and lettering guides
Tape dispensers
Instructional tapes, belts, films, wall charts
Additional miscellaneous office supplies as needed

Before buying any equipment, thought should be given to the following suggestions:

1. Make a survey to determine what equipment is used in the community.
2. Do not buy equipment that can be learned in a short time.
3. Buy equipment that will permit development of skill on the basic principles instead of familiarity with many models.
4. Avoid buying equipment that becomes obsolete quickly.
5. It is probably more economical to buy equipment than rent it over a long period of time; however, this may not be true for data processing equipment or equipment that becomes obsolete quickly.

Records should be maintained for all equipment, giving location (room number), record of repairs, date of purchase, make, serial number, and cost.

Section 104.37 of Title 45 (Federal) Rules and Regulations requires that inventories be maintained on items of equipment, each initially costing $100 or more, in which cost the Federal Government has participated--whether with funds derived from Federal grants or State or local matching funds. Inventory records must be maintained on both the local and state levels, and the local educational agency should be prepared to credit the Federal Government with its proportionate share of the value of each item of equipment at the time it is sold or ceases to be used for vocational education purposes.

Many teachers find it helpful to maintain a long-range plan for buying equipment. Included in this plan are prices, specifications, priority, etc. This will enable the coordinator to make wise choices when funds are available and must be spent in a limited time.

FURNITURE AND FACILITIES

The efficiency of the instructional program in a business and office education program depends to a large extent upon the physical facilities.

The instructional facilities for COE may consist of one related classroom where other business subjects are taught, or it may involve several fully equipped rooms or laboratories where employment skills are taught. It is not possible to prepare a model layout or model list of furniture that can be used per se for all schools. The purpose of any plan for construction of departments is to provide a basis for the construction of functional classrooms. In most cases, it is necessary to work with available space allotted for the layout and money budgeted for your department. It is not very realistic, however, to expect an ordinary classroom in the average high school to look exactly like an office, especially when other classes must meet in the room during the day.

In determining room size, the space required for each desk, the number, kind and size of the desks, the clearance between desks, the aisle clearance, and the desk arrangement must be considered. The classroom assigned for cooperative training purposes should have ample space for the anticipated class size. It should be readily adaptable to the informal type of teaching situation. The classroom should be as businesslike as possible, an atmosphere of "the office" prevailing.

One of the most important items is the placement of electrical outlets. With more media such as film projectors, tape recorders, overhead projectors, and television, several double outlets should be planned for each wall. Double outlets should be installed convenient to each desk. A master switch should be included in the wiring plan.

Carpeting not only absorbs noise but also gives the department an

office atmosphere and is easily maintained. Lavatory facilities are necessary due to some of the jobs required of the students.

A small office adjacent to the classroom for the use of the coordinator when interviewing students, faculty, parents, and employers is highly desirable.

A telephone for the coordinator's use on an outside line is highly desirable; otherwise messages must be relayed to the coordinator from the school office. It is also an excellent means of providing continuous training for the COE students.

"Office furniture" and "office arrangement" should be considered instead of "schoolroom furniture" and "schoolroom arrangement."

Provision should be made for the storage of instructional aids such as charts, slide projector, overhead projector, and other similar instructional aids. Proper provision should be made for the storage of the students' notebooks as well as all types of instructional sheets, reference pamphlets, and supplemental books.

Although it might be highly desirable for the related room to be used by one teacher-coordinator, in the light of the expense involved it is not realistic to use the room only a small portion of the school day. If the room is to be used every period, it is important that adequate storage be provided and an organized plan be developed by the teachers using the room so that the facilities will present an attractive and businesslike atmosphere for all groups involved.

Many effective layouts could be used; one such plan is included as an illustration.

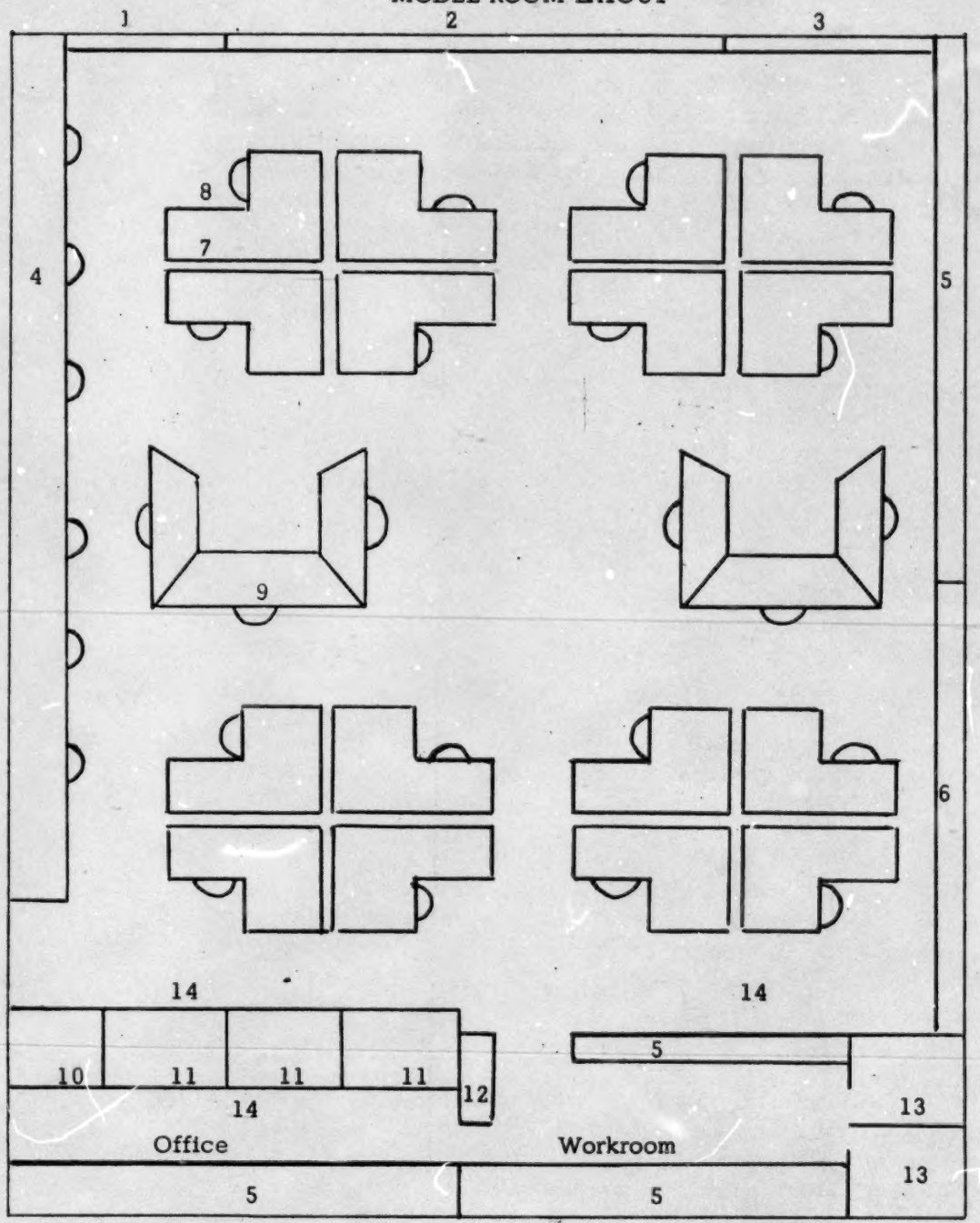
THE STUDENT

The COE program is a work-training experience that is mutually beneficial in many respects to the student, the businessman, and the school.

After the students have filed applications for participation in the COE program, it is the responsibility of the coordinator to review and carefully consider information concerning each applicant. After consultation with other school officials, the coordinator is better able to select the student-learners.

The actual selection of the students for the next year may begin early in the spring semester, even possibly in the previous fall. Students should be informed of the subjects required for entry into the program, credits to be earned for graduation, obligations of a student-learner to his school

MODEL ROOM LAYOUT



1. Tackboard
2. Chalkboard
3. Magazine Rack
4. Seating Counter
5. Standing Counter
6. Storage Cabinet
7. Secretarial Desk
8. Secretarial Chair
9. Trapezoidal Table
10. Coat Rack
11. Filing Cabinet
12. Sink
13. Mobiles
14. Glass

and business office, as well as possible disciplinary actions for failure to adhere to school and office rules, etc.

When a student enters the COE program, he should do so with the full support and approval of his parents because much of his success will depend upon his attitudes toward respect for authority, regularity of attendance, ability to accept constructive criticism, good taste in manners and dress, and a desire for improvement and advancement. Parents will be able to assist the student in may of these areas.

In order for a senior to enroll in the COE training program he should:

1. Be 16 years of age
2. Secure a work permit if under 18 years of age
3. Have parental consent to enroll
4. Have completed necessary prerequisite courses
5. Have met other school requirements necessary for graduation

It should be understood by the student-learner that no unemployment benefits are available to him because the training period is fully completed at the end of the school year. The student and his parents should also understand that transportation from school to the work station is the responsibility of the student and proper insurance coverage on the student should be carried by the parents.

It is important that the COE student learns that absenteeism in an office is to be avoided. A student absent from school is not allowed to work at his training station that day. If he is to be absent, he must notify both his COE coordinator and his sponsor or supervisor before school starts.

Proper standards of dress, make-up, hair styles, etc., should be observed by the student-learner. Excessive mannerisms or styles may be objectionable to the employer and could create problems for the student. The student must be aware that he is representative of his school at his work station and must conduct himself at all times so as to reflect credit on his office and his school.

It is recommended that all COE students hold membership in the nationally organized youth organization, the Future Business Leaders of America. However, since many of the FBLA meetings may be held during the student's working hours, problems of attending meetings have arisen. It is suggested that the FBLA organization have two vice-presidents, one from the COE group and one from the regular student membership. In this way, vital information can always be channeled to the COE students.

THE COORDINATOR

Good coordinators are good classroom teachers, but not all good classroom teachers make good coordinators. The initiative and personality of the coordinator affect the success of the cooperative program to a great extent for he is involved not only with school people, parents, and students but also with influential employers and businessmen. Through the coordinator, the program has an acute impact on public relations for the school.

A coordinator needs business experience so that he is skilled in making direct contact with the business world. A resourceful and venturesome coordinator should be willing to try new teaching methods and procedures for employment in the changing business world.

The selection of a coordinator is of great importance, for the success of the program depends upon the successful public relations with so many people--school administrators, teachers, students, parents, businessmen, and general public. The right person as a coordinator can determine whether the program can succeed.

Few, if any, cooperative programs are begun with <u>everything</u> going right. It will take time to accomplish some of the aspects of the program which are necessary, and it is possible that it will take several years for the full development of a program with a good preparatory program to support it. For this reason the coordinator must possess the mental and physical abilities necessary to carry out the numerous duties this program requires.

If the program is to stay alive and going, the coordinator must have the personal qualities that will earn the confidence of the people with whom he works. Some qualities which contribute to this are self-confidence; pleasing personality and appearance; competence and efficiency; and a great interest in school, business, and community activities.

It should be remembered that the role of the teacher-coordinator is an extremely important one, as he is the link between the school and the business world.

The teacher-coordinator must hold a valid Louisiana teacher's certificate entitling him to teach in his subject area and shall have a minimum of 1500 hours of employment in business, or a master's degree and 750 hours of employment in business.

The cooperative education coordinator must be employed on a 10-month basis, and it is recommended that the coordinator be employed on an 11-month basis.

The coordinator should have a block of time to perform the coordination duties required by the program. The amount of released time should be 30 minutes per week per student enrolled in the program.

COORDINATION TECHNIQUES

All activities of the teacher-coordinator with the exception of teaching the related class are considered part of coordination. The time allowed for coordination would depend upon the number of students in the program, geographic location of training station, etc. As a rule-of-thumb, the coordination time should allow a minimum of 30 minutes per student per week.

In order that the time may be used for the best advantage of the program, the coordinator should use the following suggestions as a guide:

1. Plan calendar of events carefully.

2. Visit employers and training stations by appointment and keep in mind the following:

   a. How does the employer feel about the student's work?
   b. How does the student feel about his job, employer, and fellow workers?
   c. What kind of related instruction does the student need?

3. Be sensitive to the pressure on employer's time and avoid discussing needless details.

4. Make a guide sheet for coordination visits and have a conference with the student at school after the visit.

5. Keep complete records pertaining to the student and his performance at the training station. Sample forms are included in the Resource Sections of this guide.

CALENDAR OF EVENTS

In order for a COE program to be effective, it must be well organized and planned. Each coordinator should make his own calendar of events; the following is indicative of some of the things that might appear on this schedule:

<u>August</u>

1. Write for Student-Learner applications from the U.S. Department of Labor.

2. Orient students
3. Locate training stations
4. Work on individual training plans
5. Plan units of work
6. Attend LVA conference and other professional meetings
7. Complete school calendar
8. Complete all necessary forms for program
9. Place students

September through December

1. Complete placement of students
2. Visit training stations of students
3. Teach related class
4. Develop step-by-step training plans
5. Organize or assist with youth club
6. Hold advisory committee meeting
7. Plan fund-making project if one is to be used
8. Attend LTA and LBEA conventions and other professional meetings

January through May

1. Interview and counsel prospective students
2. Work with guidance counselor in the evaluation of prospective students
3. Administer selected standardized tests if information is not available
4. Plan equipment, facilities, and supplies
5. Plan employers' appreciation activities
6. Send for employers' appreciation certificates from State Department
7. Check recommendations from other teachers concerning prospective students
8. Select student-learners and help with schedules
9. Complete reports for State Department
10. Assist with placement of COE graduates, if needed
11. Attend professional meetings

June

1. Send letter of thanks to employers
2. Conduct orientation class for new students
3. Visit or meet with parents
4. Locate training stations
5. Revisit training stations used during the year
6. Place student-learners for coming school year
7. Conduct follow-up of graduates
8. Bring files up to date
9. Attend professional meetings and workshops

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